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## ABSTRACT

In the fall of 1998, the Education Trust constructed and administered a survey of 1,200 schools that had been identified by the states as their top-scoring or most improved schools with poverty levels over 50%. The 366 elementary and secondary schools that responded to the survey serve student populations that are largely poor in urban and rural areas. Survey findings reveal that these top performing high-poverty schools tend to: (1) use state standards extensively to design curriculum and instruction, assess student work, and evaluate teachers; (2) increase instructional time in reading and mathematics to help students meet standards; (3) devote a larger proportion of funds to support professional development focused on changing instructional practice; (4) implement comprehensive systems to monitor individual student progress and provide extra support to students as soon as it is needed; (5) focus their efforts to involve parents in helping students meet standards; and (6) have state and district accountability systems in place that have real consequences for staff in the schools. The second section of the report discusses each of these major findings. Sections 3 and 4 follow with a profile of the schools responding to the survey and a description of the study methodology. An appendix contains the survey. (SLD)

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# Dispelling the Myth: High Poverty Schools Exceeding Expectations

1999

Report of the Education Trust in Cooperation With The  
Council of Chief State School Officers and Partially Funded  
by the U.S. Department of Education

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*Dispelling the Myth* editors,

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Kati Haycock  
Hilda Jackson  
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Stephanie Robinson  
Amy Wilkins

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The Education Trust was created to promote high academic achievement for all students, at all levels, kindergarten through college. While we know that all schools and colleges could better serve their students, our work forces on the schools and colleges most often left behind in efforts to improve education: those serving low-income, Latinos, African American and Native American students.

Education Trust staff work along policy makers, parents, education professionals, community and business leaders – in cities and towns across the country – who are trying to transform their schools and colleges into institutions that genuinely serve all students. We bring lessons from these communities back to Washington to ensure that in the national policy debate there is a strong, clear voice for what's right for students.

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## TABLE OF CONTENTS

Letter from Kati Haycock, Director, The Education Trust	i
Dispelling the Myth: High Poverty Schools Exceeding Expectations	1
High Performing, High Poverty Schools Directory	15
Technical Notes	93
Appendix A	95

March, 1999

Dear Friend:

Over the past decade, we have watched a kind of creeping malaise infect more and more educators, and, indeed, more and more entire school systems. The clearest manifestation of this malaise is found in the conversations we have with teachers and principals in high poverty schools who often tell us that, “these standards you’re talking about may be fine for some kids, but certainly not for the kind of kids that *we* have in our school.” But the malaise is by no means limited to front-line educators: leaders at all levels – administrators, school boards, legislators – often make policies about things like assessments, graduation requirements, accountability systems and the like, that at their core, expect less of poor children and poor schools.

Somewhere along the line somebody decided that poor kids couldn’t learn, or, at least, not at a very high level. And everyone fell in line.

But the truth is actually quite different. Some poor children have always learned to high levels, and some *whole schools* get *all* of their children to levels reached by only a *few* students in other schools.

Almost everybody knows a school or two like this. But although we tried, we couldn’t find a source of systematic data on high poverty schools performing at high—or dramatically improving—levels.

In the belief that such information would be invaluable both to educators who want to make more of a difference for the children they serve and to policymakers who want to design more effective policy, the Education Trust and the Council of Chief State School Officers cooperated in a project to identify and learn more about top performing high poverty schools. This is the first product from that project. It contains information on 366 schools from the 21 states that agreed to participate. Future reports will, we hope, include more complete information on some of the schools, as well as information from top performing schools in the states that did not participate in the initial study.

We hope this information is useful. We also hope it inspires both the hope that things can be better, and the will to make it that way.

Sincerely,

Kati Haycock  
Director

## **Dispelling the Myth: High Poverty Schools Exceeding Expectations**

### **SECTION 1: A Survey of Top Performing, High Poverty Schools**

"We take all of the excuses off the table and have committed ourselves to working with the kids that walk through the door."

-- Principal, Thayer Elementary, Kansas

In 1994, the U.S. Congress made sweeping changes in Title I, the largest of the federal government's elementary and secondary education programs. As originally designed, the law supported efforts by high poverty schools to give their low-achieving students extra help in mastering the most basic skills. The reauthorized Title I pressed participating schools and states to set their sights higher. Indeed, the goal of the new law was an audacious one: to get all students—poor and rich, minority and white—to the same high academic standards.

Congress is now preparing to reauthorize this program once again. During the coming two years, members of key legislative committees and those who advise them will be faced with an important decision: do we continue along the path that we started down in 1994, or do we strike off in another direction?

Some are already beginning to argue that the law isn't working. Achievement as measured by NAEP, overall, isn't up, or isn't up by much. And many Title I schools have continued doing essentially what they were doing before the new law took effect.<sup>1</sup> Maybe we should simply give up, some critics say, and admit that schools will never be able to get poor kids to meet high standards.

But we see too many successful high poverty schools to throw in the towel on their educational futures. If poor kids can't achieve at high levels, why are the students in Hawley Road Elementary School in Milwaukee, 80% of whom are poor, knocking the top off of their state's assessment in reading? And why, too, are the students in Sierra Vista Elementary School in Reno, Nevada, over half of whom are poor, achieving at the highest level on their state's assessment in mathematics? Why, indeed, are students in the highest poverty schools in eight entire states, performing higher in mathematics than the average student in all the other states?

Before anybody—including members of Congress and educators in high poverty schools—gives up on poor kids or on Title I, they need to take a careful look, as we have, at schools that are successfully serving poor children. In the practices of those schools, as well as in their essential spirits, there are many lessons for those of us who hope for more schools like these in the future.

That's what this report is all about: mining the experiences of those who dispel the myth that poor kids can't learn and are proving it everyday through their work in top performing, high poverty schools.

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<sup>1</sup> See 1998 report from Citizens Committee on Title I.

In the fall of 1998, the Education Trust constructed and administered a survey of 1,200 schools that had been identified by the states as their top scoring and/or most improving schools with poverty levels over 50%. The work had partial support of the Council of Chief State School Officers (CCSSO). We sought to highlight the success stories of Title I as well as identify characteristics that seem to contribute to high academic achievement among low-income students. The U.S. Department of Education asked the Education Trust and CCSSO to report out their findings. The results are reported in these pages.

The 366 elementary and secondary schools responding to the survey serve student populations that are largely poor. They come from 21 states. They operate in rural isolation and in urban overcrowding. They serve every racial and ethnic group in the country as well as those who come to school with little or no English. Over half the students in these schools are from low-income families; in many of them, poor students comprise over three quarters of the school population.

The survey data reported by the schools' principals were for the 1996-97 academic year. Many of these schools produced results that exceed the best efforts of their suburban counterparts. All of them have met one of two significant criteria: (1) "high performing," that is, among the ten highest performing high poverty schools on state assessments in reading and/or mathematics; or (2) "most improved," that is, among the ten biggest gaining schools on state assessments in reading and/or mathematics.

This is not to say that all the schools in this study have met their goals. Most, by their own admission, recognize that they still have much to do to get their students to the same high academic levels as their peers in affluent schools. Nonetheless, these schools warrant attention for showing gains when too many schools have bought the myth that such progress is not possible with poor children. Their success is revealed by their position at the top of the pack in their states.

Their experiences as reported in this survey should interest both policymakers and fellow practitioners. While no single instructional technique, no particular textbook, no curriculum could be credited with producing these schools' gains, one dominant theme did emerge from the survey. All of these schools are unusually focused on high academic expectations for their students.

Standards undergird each of the six findings in this report. In addition, the findings seem to validate the policies promoted by the 1994 Title I law. In general, we found that these top performing, high poverty schools tend to:

- ***Use state standards extensively to design curriculum and instruction, assess student work, and evaluate teachers.*** A full 80% of the high-performing, high-poverty schools reported using standards to design instruction. Similarly, the successful schools in this study were using standards to assess student work and evaluate teachers.

- ***Increase instructional time in reading and math in order to help students meet standards.*** A 78% majority of top performing, high poverty schools reported providing extended learning time for their students. This time was primarily focused on reading and math.
- ***Devote a larger proportion of funds to support professional development focused on changing instructional practice.*** Changes in the 1994 law require schools to provide for thorough professional development for teachers in high poverty schools. The schools in this study seem to be moving faster than their less successful counterparts to comply with this provision. As important is that the focus of professional development seems to be centered on helping students meet specific academic standards.
- ***Implement comprehensive systems to monitor individual student progress and provide extra support to students as soon as it's needed.*** Four out of five of the top performing, high poverty schools had systematic ways to identify and provide early support to students in danger of falling behind in their instruction.
- ***Focus their efforts to involve parents on helping students meet standards.*** In these schools, traditional roles for parents as fund-raisers are giving way to activities that address parents' knowledge of standards, encourage their involvement in curriculum and involve them in reviewing students' work.
- ***Have state or district accountability systems in place that have real consequences for adults in the schools.*** Nearly half of the principals in these schools were subject to some kind of sanctions if their students fail to show measurable academic improvement.

Not every school in this survey reported having all six of the above characteristics in their programs; most, in fact, had some in various combinations. In addition, we made no attempt to make conjectures about the relative effectiveness of these characteristics. This survey was structured purely to elicit information about the types of practices top performing, high poverty schools engage in. The findings represent the school characteristics that showed up over and over again in the survey responses.

We believe that, even at face value, this information should alert policymakers and educators to policies that seem to hold the most promise for the education of poor children. At the same time, we recognize the limitations of a survey such as this. For this reason, we will be exploring these findings in greater depth in the second phase of this project.

The next section offers a discussion of the six major findings listed above. Sections 3 and 4 follow with an overall profile of the schools responding to the survey and a description of our methodology.



## **SECTION 2: The Findings**

“What it takes is this: Putting kids first and believing all kids can learn. Lots of hard work, a committed staff, trust, compassion and clear standards for behavior and performance.”

Principal, Strafford Elementary, New Hampshire

The Education Trust analyzed the survey data to identify common characteristics of top performing, high poverty schools; to determine how they used Title I funds; and to identify common policies and practices that contribute to student success. In general, we found that the top performing schools were quickest to use state standards to guide their efforts to raise student achievement, as the new Title I law intended. Standards formed the basis of the dominant characteristics and practices in the schools responding to the survey.

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### **Top Performing, High Poverty Schools Report Extensive Use of Standards to Design Curriculum and Instruction, Assess Student Work and Evaluate Teachers**

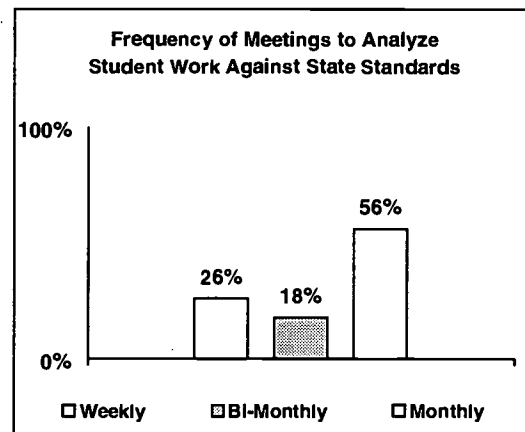
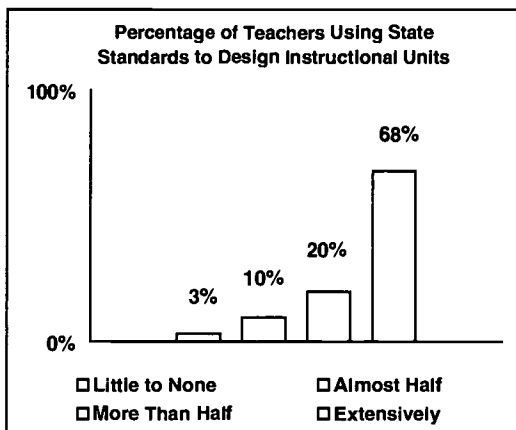
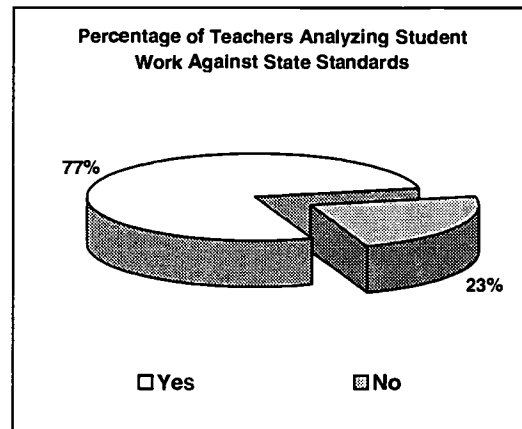
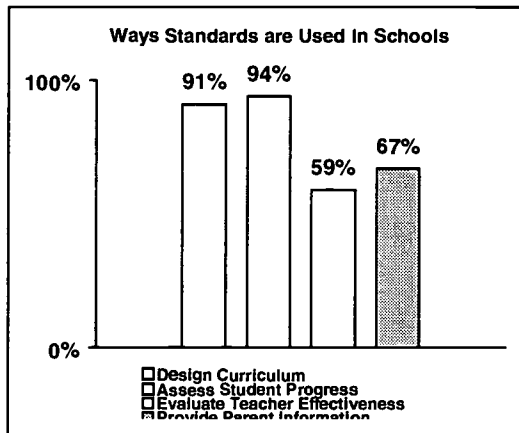
The most significant finding of the Education Trust survey was the extent to which top performing, high poverty schools are using standards to guide school activity. A full 80% report that standards are used extensively in their schools to design curriculum and instruction. Nearly every school in our survey — 94% — uses standards to assess student progress with 77% offering regular mechanisms for teachers to analyze student work against state standards.

The 1994 Title I law was designed to make sure that poor students were held to the same high expectations as their peers in more affluent schools. To this end, the law promotes a system of challenging academic and performance standards for all students in the state. In order to receive Title I funds, schools have to measure the academic growth of low-income students using the same standards and assessments administered to non-Title I students.

This strategy seems to be paying off in the top performing schools in this survey. These schools have become places where all classroom activity is aligned with the state standards. The principal of East New York Transit Tech, for example, credits standards as being one of the most important factors in the school’s ability to increase achievement. Other factors include the recognition among the faculty that all students must meet higher standards and their willingness to work together toward this goal.

Standards also inform teacher evaluations in the top high-poverty schools, 59% of which reported using standards to gauge teacher effectiveness. The Arthur P. Momot school in New York is an example. Momot’s administration focuses instructional staff evaluations on standards implementation based on classroom observations. The evaluations include a look at standards in setting goals and as a basis for teacher portfolios. Arthur P. Momot also provides peer coaching to help teachers strengthen their capacity to teach to the standards.

All the states in this survey have a system of standards and assessments in place. However, evidence from around the country shows that state standards are not a universal presence in day-to-day classroom practice. The top performing, high poverty schools in this survey suggest that the explicit use of state standards in planning and evaluating curriculum, instruction and student work can have a significant impact on raising the achievement of low-income students. Using standards to evaluate teacher effectiveness can further strengthen the alignment of practice to student results.



**Top performing, high poverty schools increase the instructional time in reading and math in order to help students meet standards.**

The 1994 Title I reauthorization encouraged schools to increase the amount and quality of instructional time to help accelerate the gains of low-income students. A 78% majority of the schools surveyed provide extended learning time that emphasizes core academic subjects, especially reading and math. Research has shown that early mastery of these skills is crucial to learning in other subjects. Students who fail to become proficient readers face an uphill struggle to keep up with increasingly demanding texts and vocabulary. Similarly, students lacking a strong foundation in math often find themselves lost in the high-level high school courses necessary for success in college and work.

The extra time devoted to making sure low-income students are solid in the basics shows in better results for the schools in this survey. Parkview Elementary in Wisconsin credits its emphasis on the basics—reading, math, writing and science—as being integral to the high academic achievement of their students. Lake Agassiz Elementary in North Dakota offers an expanded ten-month experience for K-1 children at risk of academic failure. They credit this program for the considerable gains they show with participating students.

Middle and high schools in this survey also reported adjusting schedules in order to provide students with extended opportunities to develop reading and math skills. In New York City, for example, East New York Transit Technical school restructured its school day with block schedules for math and science, a Copernican model for English and social studies and an extra ten-week cycle to provide extra help in improving students' literacy skills. Of all the schools in the survey, 86% reported an increase in the time spent on reading, and 66% report having increased the amount of time students spend studying math.

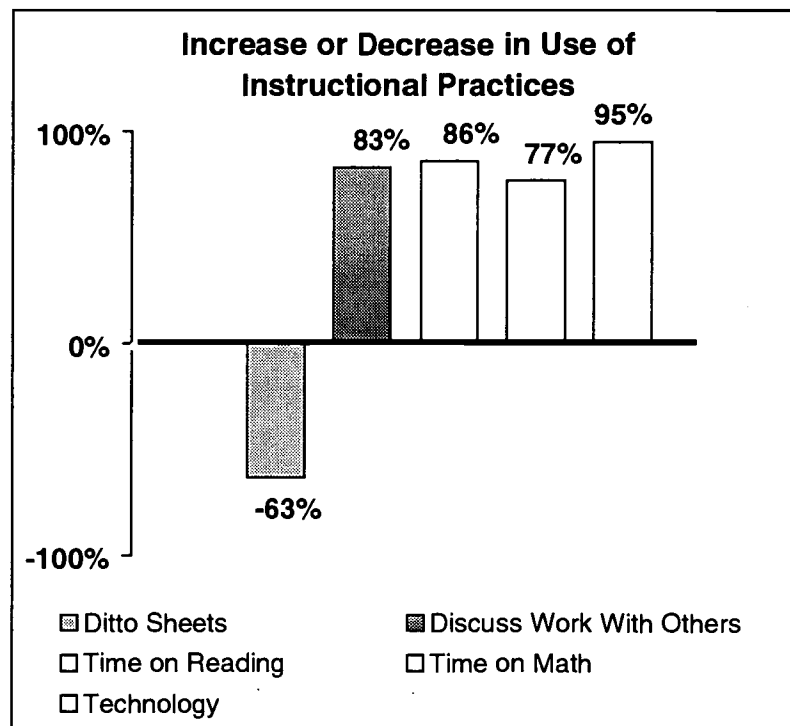
The survey also elicited information about the amount of time devoted to particular practices. Recent research has shown relationships between various instructional practices and student achievement scores on the National Assessment for Educational Progress (NAEP).<sup>2</sup> An analysis of the eighth-grade mathematics assessment, for example, show a negative relationship between the routine assignment of ditto sheets and students' test scores. On the other hand, students who discuss work with other students were shown to also have higher NAEP scores. For these reasons, our survey asked principals whether the amount of time their students spent on specific instructional practices had increased or decreased during the past few years.

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<sup>2</sup> The Education Trust, *Education Watch 1998*, pps. 16-18. Analysis of NAEP 1996 Math Survey Tables.

Overall, among survey respondents, nearly two-thirds (63%) report a decrease in the use of ditto sheets. On the positive side, 83% of the schools reported increasing the amount of time students spend discussing work with others. These data indicate that the top performing schools are moving away from low-level instruction, exemplified by the routine filling out of bubbles on ditto sheets. Rather they seem to be developing higher-order skills by offering students more time for discussion of the subject matter. In addition, 95% reported an increase in the use of technology.

The efforts of these schools respond to the recognition by our nation's leaders that students and schools need to maximize the time spent on teaching and learning the core academic subjects and developing higher order skills if our low achieving children, particularly those from low-income families, are to meet the nation's educational goals.



**Top performing, high poverty schools are spending larger proportions of Title I dollars on professional development.**

Changes in the 1994 law require schools to provide for thorough professional development for teachers in high poverty schools. There is growing recognition that teachers need time to understand new state standards and to develop strategies for teaching them to poor and minority students. The top performing schools in this study seem to be moving fast to comply with the Title I provision.

Our survey revealed that a full third of the top performing schools were dedicating more than 10% of their Title I dollars to professional development. In comparison, two recent national studies of seven large urban districts estimated that expenditures on professional development ranged from 1.8% to 5.7% of the local school budget.<sup>3</sup> Even New York City's District 2 — a school district well-known for attributing its student gains to significant increases in professional development—devotes only slightly more than 5% to professional development.<sup>4</sup>

As important as investing funds, according to our respondents, is making sure that professional development is focused on the implementation of standards and students' needs. Wrote the principal of Nathaniel Green Middle School in Rhode Island: "Over the last few years we have focused our professional development activities toward teaching to standards and modeling our classroom assessment more in line with our state assessments."

Bemiss Elementary in Spokane, Washington, uses the majority of its Title I funds to fund two literacy and two math instructional facilitators to provide regular in-class professional development, study sessions and grade level meetings. Thayer Elementary in Wyoming uses its Title I funds to provide early literacy training staff development to improve the teaching of reading and writing. Thayer's program restructures the teaching of reading and writing in the elementary grades using high-quality children's literature, provides intensive staff development, uses research-based methodology and measures the program's success using validated instruments.

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<sup>3</sup> Miller, B., B. Lord and J. Dorney, *Staff Development for Teachers*, Education Development Corp., and D. Moore and A. Hyde, *Making Sense of Staff Development*, Designs for Change, Chicago, cited in CPRE Policy Briefs, June 1995.

<sup>4</sup> Panasonic Foundation

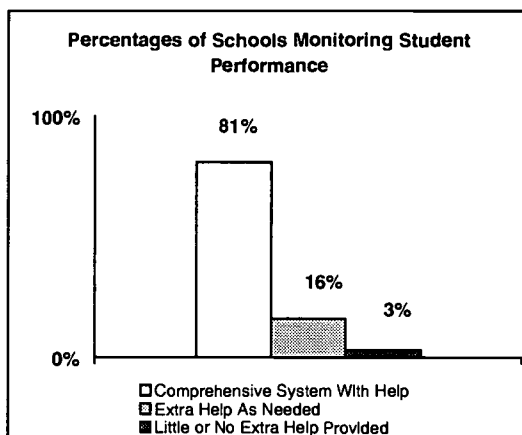
## **Top performing high poverty schools have comprehensive systems to monitor student mastery of standards and provide extra support to those who need it.**

Title I emphasizes the use of standards as a strategy for all kids to reach high standards. A key component of this is the requirement that schools monitor the progress of each student and provide appropriate support. The vast majority of respondents — 81% — report that they have in place a comprehensive system for monitoring student progress and providing early support to students in danger of falling behind in their instruction.

Monitoring systems are effective means for providing ongoing analysis of student achievement data. When used for diagnostic purposes, achievement data enable schools to provide immediate help to struggling students and to move them on quickly once they have demonstrated mastery. The Terrell Wells Middle School in Texas identifies students who need extra support and offers help for individual students or groups that includes 40 minutes of daily tutorial. Several schools make weekly progress reports to parents to elicit their help in monitoring student mastery of standards.

The West Bourbon Elementary School in Kansas uses its Title I funds for instructional support staff to assist students who fall below the mastery level. Students are then reassessed to measure improvements in their progress towards standards. Victor Ornelas Elementary School, also in Kansas, analyzes pre- and post-test data by subjects and adjusts its teaching strategies to meet students' specific learning needs.

The push-pull of monitoring progress and providing extra support helps schools to stay on top of the development of each of their students. In this way, they can make sure that no student will fall through the cracks.



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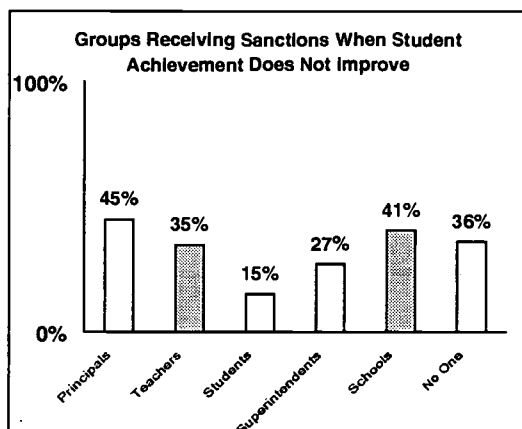
## Top performing, high poverty schools have state or district accountability systems in place that have real consequences for adults in the schools.

The 1994 Title I law for the first time held high poverty schools accountable for the academic achievement of their students. Recent developments in some states, notably Texas, North Carolina and Kentucky, show that accountability for results is related to improvement in student achievement. Policymakers hoped that by emphasizing student results and attaching strong accountability provisions for school districts, they could allow school systems the freedom to devise their own strategies for getting there.

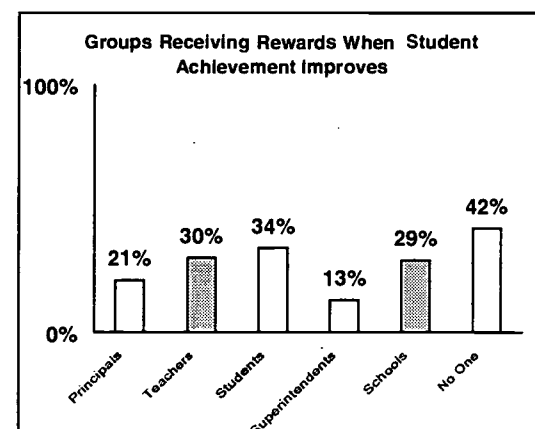
Title I accountability is far from fully realized. *Education Week's Quality Counts 1999* reports that just 31% of states have systems to hold schools and principals accountable for student performance. Only 20% of the states have these mechanisms for teachers and 24% hold entire school districts responsible for showing students gains.

Accountability for student achievement is an important characteristic of our pool of top performing schools in that nearly two-thirds of the respondents reported that they were operating within systems that held adults responsible to some degree. A full 45% of our respondents reported that accountability took the form of strong sanctions for schools and principals. Similarly, 35% of the high poverty schools in our survey report that teachers are held responsible for student achievement.

One in three schools report there are rewards for students when they improve, and somewhat fewer than one in three teachers receive rewards when their students post gains. A higher percentage of schools, 42%, report no rewards for improving student achievement. Overall, the respondents reported clearer and more frequent sanctions for adults than for students and fewer rewards for adults in these schools.



Note: Schools had the option to check more than 1 selection. This explains why the percentages exceed 100.



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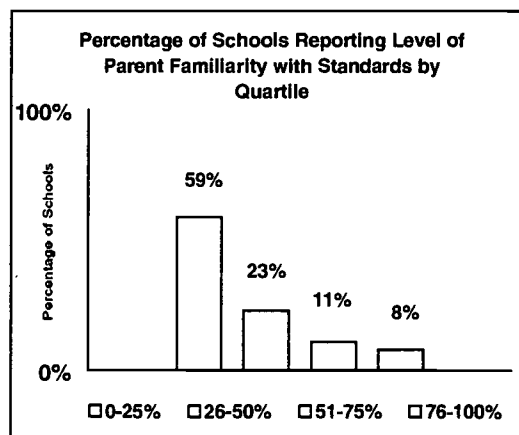
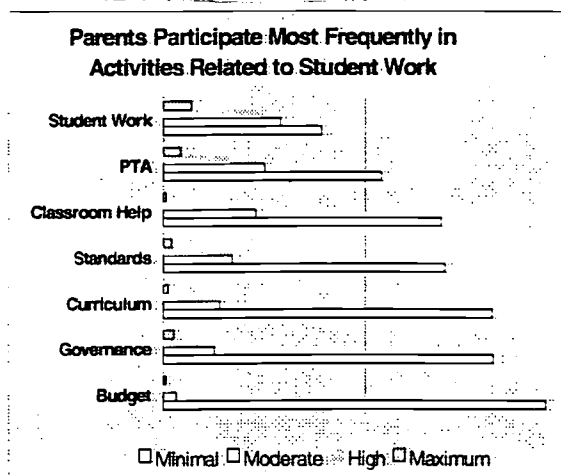
## Top performing, high poverty schools focus their efforts to involve parents on helping students meet standards.

Since its inception in 1965, the Title I legislation has supported parent involvement. Traditionally, local and districtwide parent councils were involved either in monitoring how the district spent Title I funds or in governance. This involvement was in keeping with the emphasis on "inputs"—the investment of resources as opposed to "outcomes" or student results—in the Title I law before the 1994 reauthorization.

As the graph below indicates, parent activity in top performing high poverty schools indicates that these schools are increasingly focusing their parent involvement efforts toward areas that most directly affect student achievement. In these schools, traditional roles for parents as fundraisers are being expanded to include processes to help parents improve their knowledge of standards and their understanding of student work.

Nearly one in three schools in this survey reported that 25-50% of their parents were involved in processes to help them understand the quality of student work; one in four said that 50-75% of their parents were involved in processes to help them understand student work.

It appears that this group of top performing, high poverty schools is moving in the direction encouraged by the 1994 law which encouraged schools to involve parents in more academic areas of their children's schooling.



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### **SECTION 3: Survey Schools At A Glance**

The Title I program provides funding to nearly every school district in the country. The breadth of the program's reach is illustrated by our survey respondents who represent every major region of the country, with the largest representation from the South at 47%; 26% from the Midwest; 15% from the Northeast and 12% from the West. The respondents range from small town America (62%) to some of the nation's largest urban areas (38%).

The majority of the schools are neighborhood schools that accept all of the children in their attendance area (67%). The next largest segment is schools with open enrollments that accept children from throughout the school district (30%). True to the origins of the Title I legislation, elementary schools make up the largest number of respondents.

The 1994 reauthorization gave schools more flexibility to establish schoolwide Title I programs, and 79% of respondents took advantage of that opportunity to allow all of their students to benefit from the program. The reauthorization also sought to place more budgetary control of Title I funds at the school-building level, and 56% of the schools surveyed reported having control over all of their Title I dollars.

The schools have an average enrollment of 509 students and are led by principals who have served on average 4 ½ years at the school. The average school had a student enrollment in excess of 60% white; 17% African American; 13%; Latino; 2% Asian; and 4% Native American. The average limited English proficient (LEP) population is 10%.

### **SECTION 4: Methodology**

In spring 1998, the Council of Chief State School Officers (CCSSO), in collaboration with the Education Trust, asked the chief state school officer of every state to voluntarily participate in a project to identify top performing, high poverty schools. Twenty-one states agreed. The project targeted schools that served student populations in the 50-75% poverty range and the 75-100% poverty range.

Each participating state submitted a list of its top performing, high poverty schools based on assessment results in reading and mathematics administered at the elementary, middle and high school level. The schools were further categorized as either High Achievement or Most Improved. The High Achievement category included the top 10 scoring high poverty schools in terms of student performance. The Most Improved category included those schools who had made the greatest increases in assessment scores over a two-year period. The survey yielded a list of 1,200 top performing, high poverty schools representing every region of the country.

The results of the CCSSO project were compiled into a database for analysis by the Education Trust. The next step required linking the Education Trust top performing schools database to the U.S. Department of Education's public schools locator database to obtain mailing addresses for each of the 1,200 schools.

The Education Trust then designed a survey that was mailed to each of the 1,200 schools in October 1998. The survey (Appendix A) focused on discovering the strategies these schools utilized to increase achievement. By mid-November 1998, 366 schools responded to the survey. The results were coded, entered and analyzed and comprise the content of this report.

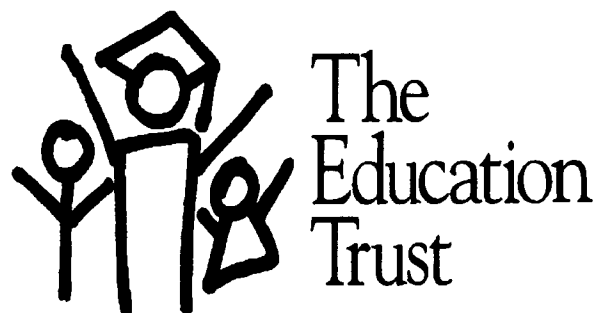
While we sought to survey "high performing" high poverty schools, each state determines the rigor of its state assessment. Therefore, state-by-state comparisons cannot be made regarding the level or content of student achievement. We urge readers of this report to bear these factors in mind in interpreting the results.

## **SECTION 5: Conclusion**

A survey such as this one offers a glimpse into what separates these high poverty schools from others who are not showing the same amount of progress. The one aspect that pops out from the responses is the extent to which state standards inform the work of top performing schools and raise the adults' expectations for their students. The respondents told us that they use standards to design instruction, assess student work, and evaluate teachers. Standards also provided the framework for professional development of teachers. They guided the monitoring of student progress and helped schools target the kinds of extra support struggling students needed to become proficient. Parents, by and large, were increasingly more active in the academic aspects of school life than in governance and budgets. Making adults accountable for making sure that their students meet standards was another factor that showed up in these schools.

But a survey can only begin to piece together a picture of what makes schools work. The findings have raised several questions that the Education Trust believes warrant further investigation. For example, we don't know how professional development dollars are spent or what happens in teachers' meetings to examine student work. The survey only offers clues about the overall impact of Title I dollars.

The Education Trust intends to pursue some of these questions over the coming months. This survey has been invaluable in helping us surface promising practices and, most important, pinpointing schools where they are making these practices work for poor students. Our next task is to find out why they work, so we can share these lessons with policymakers and educators who care about the education of poor children.



## **Top Performing Schools Directory**

# Top Performing Schools Directory



## How to use this directory

### What the directory includes:

We created this Directory to respond to our desire, and the desires of advocates, policy makers and educators for examples of high poverty schools that are working and proving that their students can achieve at high levels.

Creating this directory represents a beginning rather than an end. As with most research we raised as many questions as we answered. Are all of the students in these schools achieving at high levels? No, they are not. Relatively low percentages of students are performing above the proficiency level in some of the schools in the high achieving category. Many of the schools that cited as “most improved” still have a long way to go. Their current “good” may not be good enough when compared to the standard, but it is truly a step in the right direction and we should recognize it as such. The important fact is that we are not lowering the standards for the students in high poverty schools. The data from this survey indicate that, with continued support and hard work, more students in high poverty schools can reach high standards.

This directory includes demographic and achievement data on each of the 366 schools that responded to the survey. Participation in the survey was voluntary. States not included in this report either chose not to participate or did not have state assessments upon which to select schools to meet the criteria. The survey was mailed to 1200 schools in 21 states based on research done by the Council of Chief State School Officers (CCSSO) which asked each state’s chief education officer for a list of its 10 highest achieving and most improved schools. The schools were selected based on state assessments in reading and math, and on poverty categories, 50-74% and 75-100%.

We strongly recommend that you read the Technical Notes on State Proficiency Definitions for further information about how the scores were compiled and reported. Where available we provided state average scores by subject and grade.

### We recommend that this directory not be used to:


- **Make comparisons between states.** States use different tests and they set different levels of proficiency therefore achievement data in one state cannot be compared with that of another.
- **Make determinations about what students know.** Some states did not report cut off scores for proficiency which makes it difficult to make a judgment about what the students know when they exceed the state’s proficient level.

# Top Performing Schools Directory



## Florida


Assessment: Various NRTs  
Proficient: Above the 50<sup>th</sup> percentile for district norm-referenced tests in reading comprehension and math concepts/applications and grades 4 and 8.

  
**PATTERSON ELEMENTARY**  
1025 REDWOOD AVE, PANAMA CITY, FL 32401  
904-872-4675 PK - 05

**High Achievement**  
Math: 68 (61)

**Most Improved**  
Reading Year 1: 34 (49) Reading Year 2: 48 (49)

Enrollment 598  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 45  
African Americans: 50  
Latinos: 25  
Asians: 3

  
**MASCOTTE ELEMENTARY**  
513 ALBROOK STREET, MASCOTTE, FL 34753  
904-429-2533 PK - 05

**High Achievement**  
Math: 71 (61)

Enrollment: 442  
LEP: 11 to 20% Title I  
75-100% Poverty  
Whites: 62  
African Americans: 5  
Latinos: 32  
Asians: 1

  
**RIMES ELEMENTARY**  
3101 SCHOOLVIEW STREET, LEESBURG, FL 34748  
904-787-5757 PK - 05

**High Achievement**  
Math: 67 (61)

Enrollment: 369  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 37  
African Americans: 61  
Latinos: 2

  
**KENSINGTON PARK ELEMENTARY**  
711 N.W. 30TH AVENUE, MIAMI, FL 33125  
305-649-2811 PK - 05

**High Achievement**  
Math: 62 (61)

Enrollment: 533  
LEP: 41 to 50% Title I  
75-100% Poverty  
Whites: 4  
African Americans: 2  
Latinos: 93  
Asians: 1

  
**MYAKKA RIVER ELEMENTARY**  
12650 WILLMINGTON BLVD, PORT CHARLOTTE, FL 33981  
813-697-7111 PK - 05

**High Achievement**  
Reading: 59 (49)


Enrollment: 638  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 96  
African Americans: 3  
Asians: 1

  
**WESTGATE ELEMENTARY**  
1545 LOXAHATCHEE DRIVE, WEST PALM BEACH, FL  
407-640-5081 PK - 05

**High Achievement**  
Reading: 61 (49)

Enrollment: 649  
LEP: 41 to 50% Title I  
50-74% Poverty  
Whites: 29  
African Americans: 36  
Latinos: 32  
Asians: 1  
Native Americans: 1

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Florida



**WEST HERNANDO MIDDLE**  
14325 KEN AUSTIN PARKW, BROOKSVILLE, FL 34613  
904-597-7070 06 - 08

### High Achievement

Math: 60 (55)

Enrollment: 296  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 85  
African Americans: 13  
Latinos: 2

**BENNETT ELEMENTARY**  
1755 N.E. 14TH STREET, FT. LAUDERDALE, FL 33304  
305-390-0710 PK - 05

### Most Improved

Math Year 1: 23 (61) Math Year 2: 50 (61)

Enrollment: 776  
LEP: 11to 20% Title I  
75-100% Poverty  
Whites: 38  
African Americans: 41  
Latinos: 18  
Asians: 2  
Native Americans: 1



**LAKE PLACID ELEMENTARY**  
101 GREEN DRAGON DRIVE, LAKE PLACID, FL 33852  
813-699-5070 PK - 05

### Most Improved

Math Year 1: 48 (55) Math Year 2: 64 (55)

Enrollment: 613  
LEP: 21 to 30% Title I  
50-74% Poverty  
Whites: 50  
African Americans: 25  
Latinos: 25



**WYOMINA PARK ELEMENTARY**  
511 N.E. 12TH AVENUE, OCALA, FL 34470  
904-622-5147 PK - 05

### High Achievement

Reading: 54 (49)

Enrollment: 642  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 56  
African Americans: 36  
Latinos: 6  
Asians: 1  
Native Americans: 1



**CITRUS SPRING ELEMENTARY**  
570 W. CENTURY BOULEV, CITRUS SPRINGS, FL 34433  
352-344-4079

### Most Improved

Math Year 1: 50 (61) Math Year 2: 69 (61)

Enrollment: 932  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 92  
African American: 5  
Latinos: 3  
Asian: 1



**LEE ELEMENTARY SCHOOL OF TECH.**  
305 E. COLUMBUS DRIVE, TAMPA, FL 33602  
813-276-5404 KG - 05

### Most Improved

Reading Year 1: 48 (54) Reading Year 2: 62 (53)  
Math Year 1: 45 (55) Math Year 2: 56 (55)

Enrollment: 470  
LEP: 11to 20% Title I  
50-74% Poverty  
Whites: 48  
African Americans: 29  
Latinos: 18  
Asians: 3

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# Top Performing Schools Directory



## Florida

MAYS MIDDLE  
11700 HAINLIN MILL DR, GOULDS, FL 33170  
305-233-2300 06 - 08

**Most Improved**

Reading Year 1: 28 (54) Reading Year 2: 41 (53)

Enrollment: 928  
LEP: 0 to 10% Title I  
50-74% Poverty

MOORE HAVEN ELEMENTARY  
POST OFFICE BOX 160, MOORE HAVEN, FL 33471  
813-946-0737 KG - 05

**Most Improved**

Math Year 1: 42 (61) Math Year 2: 59 (61)


Enrollment: 531  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 67  
African Americans: 26  
Latinos: 4  
Asians: 3

RICHEY FUNDAMENTAL ELEMENTARY  
6807 MADISON STREET, NEW PORT RICHEY, FL 34652  
813-842-5716 PK - 05

**Most Improved**

Reading Year 1: 31 (49) Reading Year 2: 45 (49)  
Math Year 1: 44 (61) **Math Year 2: 66 (61)**

Enrollment: 836  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 90  
African Americans: 2  
Latinos: 5  
Asians: 2  
Native Americans: 1

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Idaho

Assessment: Iowa Test of Basic Skills (Grades 3-8) Test of Achievement  
Proficiency: n/a

ABERDEEN ELEMENTARY-MIDDLE  
FOURTH & WASHINGTON, ABERDEEN, ID 83210  
208-397-4115 PK - 08

### High Achievement

Math: 51 (54)

Enrollment: 734  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 70  
Latinos: 30



ALMO ELEMENTARY  
PO BOX 168, ALMO, ID 83312  
208-824-5526 KG - 06

### High Achievement

Reading: 62 (54) Math: 59 (59)

Enrollment: 28  
LEP: 0 to 10%  
75-100% Poverty  
Whites: 80  
Latinos: 20

KENNEDY ELEMENTARY  
60 SOUTH 5TH WEST STRE, REXBURG, ID 83440  
208-359-3325 KG - 04

### High Achievement

Reading: 50 (54) Math: 55 (54)

Enrollment: 343  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 93  
Latinos: 7  
Asians: 1

LINCOLN ELEMENTARY  
330 OAKWOOD DRIVE, POCATELLO, ID 83204  
208-234-0121 KG - 06

### High Achievement

Reading: 57 (59)

Enrollment: 337  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 76  
African Americans: 1  
Latinos: 20  
Asians: 1  
Native Americans: 2




SYRINGA ELEMENTARY  
388 EAST GRIFFITH ROAD, POCATELLO, ID 83201  
208-237-4040 KG - 06

### High Achievement

Math: 61 (54)

Enrollment: 495  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 87  
Latinos: 6  
Asians: 4  
Native Americans: 3

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22 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.



# Top Performing Schools Directory



## Indiana

Assessment: Indiana Statewide Testing for Educational Progress Plus.  
Proficient: Meets standards

ARLINGTON HIGH  
4825 N ARLINGTON AVE, INDIANAPOLIS, IN 46226  
317-226-4006 09 - 12

### High Achievement

Reading: 36 (70) Math: 20 (58)

Enrollment: 434  
LEP: 0 to 10%  
50-74% Poverty

ARSENAL TECHNICAL HIGH  
1500 E MICHIGAN ST, INDIANAPOLIS, IN 46226  
317-226-4009 09 - 12

### High Achievement

Reading: 48 (70) Math: 36 (58)

Enrollment: 250  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 34  
African Americans: 63  
Latinos: 2  
Asians: 1



ARTHUR P MELTON ELEMENTARY  
4581 FILLMORE ST, GARY, IN 46408  
219-980-6336 KG - 05

### High Achievement

Reading: 78 (68) Math: 91 (70)

Enrollment: 412  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 1  
African Americans: 99  
Latinos: 1



BENJAMIN FRANKLIN ELEMENTARY  
600 E 35TH AVE, GARY, IN 46409  
219-980-6330 KG - 05

### High Achievement

Reading: 54 (68) Math: 85 (70)

Enrollment: 392  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 3  
African Americans: 93  
Latinos: 4



CENTER ELEMENTARY  
4415 S NEBRASKA ST, MARION, IN 46952  
317-674-2276 PK - 04

### High Achievement

Reading: 74 (68)

Enrollment: 313  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 68  
African Americans: 31  
Latinos: 1


CHAUNCEY ROSE MIDDLE  
1275 3RD AVE, TERRE HAUTE, IN 47802  
812-462-4474 06 - 08

### High Achievement

Reading: 69 (73) Math: 63 (65)

Enrollment: 596  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 89  
African Americans: 10  
Latinos: 1

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Legend:  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

23

# Top Performing Schools Directory



## Indiana

CRISPUS ATTUCKS MIDDLE  
1140 N WEST ST, INDIANAPOLIS, IN 46202  
317-226-4007 06 - 08

### High Achievement

Reading: 56 (73)

Enrollment: 514  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 35  
African Americans: 60  
Latinos: 3  
Asians: 1

FRANCES SLOCUM ELEMENTARY  
2909 S TORRENCE ST, MARION, IN 46952  
317-664-0589 PK - 04

### High Achievement

Math: 69 (70)

Enrollment: 431  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 40  
African Americans: 55  
Latinos: 5

FRANCES W PARKER 56  
2353 COLUMBIA AVE, INDIANAPOLIS, IN 46205  
317-226-4256 PK - 08

### High Achievement

Reading: 80 (73) Math: 20 (65)

Enrollment: 466  
LEP: 0 to 10% Title I  
75-100% Poverty

FRANCIS SCOTT KEY 103  
3920 BAKER DR, INDIANAPOLIS, IN 46236  
317-226-4103 KG - 05

### High Achievement

Math: 67 (70)

Enrollment: 331  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 15  
African Americans: 84  
Latinos: 1  
Asians: 1

GLENWOOD MIDDLE  
901 SWEETSER AVE, EVANSVILLE, IN 47703  
812-435-8242 06 - 08

### High Achievement

Reading: 55 (73) Math: 45 (65)


Enrollment: 451  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 51  
African Americans: 49

HOWARD ROOSA ELEMENTARY  
1230 E ILLINOIS ST, EVANSVILLE, IN 47711  
812-435-8231 KG - 05

### High Achievement

Reading: 54 (68)

Enrollment: 413  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 61  
African Americans: 38  
Latinos: 1  
Asians: 1  
Native Americans: 1

24 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
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# Top Performing Schools Directory



## Indiana



**JAMES WHITCOMB  
RILEY ELEMENTARY**  
UPPER 11TH/COLL AVE, VINCENNES, IN 47591  
812-882-7953 KG - 05

### High Achievement

Reading: 73 (68)

Enrollment: 158  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 90  
African Americans: 3  
Latinos: 7



### JEFFERSON ELEMENTARY

601 JACKSON ST, GARY, IN 46402  
219-886-6570 PK - 05

### High Achievement

Reading: 83 (68) Math: 86 (70)

Enrollment: 534  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 1  
African Americans: 98  
Latinos: 1  
Asians: 1



**LODGE ELEMENTARY**  
2000 LODGE AVE, EVANSVILLE, IN 47714  
812-477-5319 KG - 05

### High Achievement

Reading: 69 (68)

Enrollment: 421  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 51  
African Americans: 49

**PIERRE NAVARRE MIDDLE**  
4702 W FORD ST, SOUTH BEND, IN 46556  
219-289-7765 07 - 08

### High Achievement

Reading: 53 (73) Math: 43 (65)

Enrollment: 546  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 40  
African Americans: 35  
Latinos: 25

**SARAH SCOTT MIDDLE**  
2000 S 9TH ST, TERRE HAUTE, IN 47802  
812-462-4381 06 - 08

### High Achievement

Reading: 66 (73) Math: 44 (65)

Enrollment: 459  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 78  
African Americans: 17  
Latinos: 1  
Asians: 1




**STEPHEN COLLINS FOSTER 67**  
653 N SOMERSET, INDIANAPOLIS, IN 46222  
317-226-4267 KG - 05 (Traditional) K-8 (Montessori)

### High Achievement

Reading: 100 (73) Math: 75 (65)

Enrollment 722  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 53  
African Americans: 40

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

25

# Top Performing Schools Directory



## Indiana

THOMAS A EDISON MIDDLE  
777 S WHITE RVR PKWY, INDIANAPOLIS, IN 46221  
317-226-4247 06 - 08

### High Achievement

Reading: 38 (73) Math: 25 (65)

Enrollment: 667  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 80




WINCHESTER VILLAGE ELEMENTARY  
1900 E STOP 12 RD, INDIANAPOLIS, IN 46227  
317-865-2697 KG - 05

### High Achievement

Math: 80 (70)

Enrollment: 563  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 87  
African Americans: 12  
Latinos: 1

- 26 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
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# Top Performing Schools Directory



## Kansas

Assessment: Kansas Reading Assessment  
Proficient: Students scoring 62% or above



**MAYNARD ELEMENTARY**  
19 CONSTITUTION, EMPORIA, KS 66801  
316-341-2276 KG - 06

**High Achievement**  
Math: 59.1 (53.08)

**Most Improved**  
Math Year 1: 25.9 (41.8) Math Year 2: 59.1 (44.8)

Enrollment: 216  
LEP: 50% or more Title I  
75-100% Poverty  
Whites: 14  
African Americans: 2  
Latinos: 82  
Asians: 1



**RURAL CENTER ELEMENTARY**  
902 1400 AVENUE, ABILENE, KS 67410  
913-479-2213 KG - 06

**High Achievement**  
Reading: 100 (64.05)

**Most Improved**  
Reading Year 1: 57.1 (55.3) Reading Year 2: 100 (63.8)

Enrollment: 98  
LEP: 0 to 10% Title I  
50-74% Poverty



**AVENUE A ELEMENTARY**  
111 S MADISON, HUTCHINSON, KS 67501  
316-665-4610 KG - 06

**High Achievement**  
Reading: 73.3 (64.05)

Enrollment: 156  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 49  
African Americans: 10  
Latinos: 39  
Asians: 1  
Native Americans: 1



**MILLER ELEMENTARY**  
1100 AVE G, DODGE CITY, KS 67801  
316-227-1603 PK - 05

**High Achievement**  
Reading: 88.9 (64.05)

**Most Improved**  
Reading Year 1: 60.7 (55.3) Reading Year 2: 88.9 (63.8)

Enrollment: 359  
LEP: 31 to 40% Title I  
75-100% Poverty  
Whites: 28  
African Americans: 6  
Latinos: 61  
Asians: 4  
Native Americans: 1

**WEST MINERAL ELEMENTARY**  
BOX 90, WEST MINERAL, KS 66782  
316-827-6237 KG - 08

**High Achievement**  
Reading: 62.5 (62.92) Math: 25 (48.59)

**Most Improved**  
Reading Year 1: 62.5 (59.7) Reading Year 2: 62.5 (62.2)  
Math Year 1: 37.5 (45.18) Math Year 2: 25.0 (48.59)

Enrollment: 75  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100




**GREEN ELEMENTARY**  
GREEN, KS 67447  
913-944-3324 KG - 06

**High Achievement**  
Reading: 100 (64.05)

Enrollment: 51  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
African Americans:  
Latinos: 6

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Legend:  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

27

# Top Performing Schools Directory



## Kansas



### GREEN ELEMENTARY

GREEN, KS 67447  
913-944-3324 KG - 06

#### High Achievement

Math: 80.0 (53.08)

Enrollment: 51  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
African Americans:  
Latinos: 6



### LEON ELEMENTARY

BOX 98, LEON, KS 67074  
316-742-3291 PK - 05

#### High Achievement

Reading: 92.9 (64.05)

Enrollment: 227  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 97  
African Americans: 1  
Asians: 1  
Native Americans: 1

LONGTON HIGH  
P O BOX 87, LONGTON, KS 67352  
316-642-2215 07 - 12

#### High Achievement

Reading: 57.1 (60.31) Math: 15.4 (22.66)

Enrollment: 113  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
African Americans:  
Latinos: 1



### CUSTER HILL ELEMENTARY

6344 HAMPTON PLACE, FORT RILEY, KS 66442  
913-784-4026 KG - 05

#### Most Improved

Math Year 1: 33.3 (43.94) Math Year 2: 79.5 (53.08)

Enrollment: 329  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 60  
African Americans: 25  
Latinos: 11  
Asians: 3  
Native Americans: 1



### LAHARPE ELEMENTARY

LAHARPE, KS 66751  
316-496-2261 KG - 03

#### Most Improved

Reading Year 1: 50 (61.51) Reading Year 2: 87.5 (64.05)

Enrollment: 91  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 93  
African Americans:  
Latinos: 3  
Asians: 3  
Native Americans: 1

### LENORA ELEMENTARY

LENORA, KS 67645  
913-567-4350 KG - 08

#### Most Improved

Reading Year 1: 0 (61.51) Reading Year 2: 40 (64.05)

Enrollment: 61  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1

# Top Performing Schools Directory



## Kansas

LONGTON HIGH  
P O BOX 87, LONGTON, KS 67352  
316-642-2215 07 - 12

### Most Improved

Reading Year 1: 44.4 (57.49) Reading Year 2: 57.1 (60.31)  
Math Year 1: 11.1 (21.85) Math Year 2: 15.4 (22.66)

Enrollment: 113  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
African Americans:  
Latinos: 1

MARY HERBERT ELEMENTARY  
1700 WEST 7TH, EMPORIA, KS 66801  
316-341-2270 KG - 04

### Most Improved

Math Year 1: 15.2 (43.94) Math Year 2: 61.4 (53.08)

Enrollment: 388  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 57  
Latinos: 33  
Asians: 7



SCRANTON ELEMENTARY  
104 BURLINGAME AVE, SCRANTON, KS 66537  
913-793-2256 KG - 08

### Most Improved

Math Year 1: 12.5 (45.18) Math Year 2: 58.1 (48.59)

Enrollment: 160  
LEP: 0 to 10% Title I  
50-74% Poverty



SHALLOW WATER ELEMENTARY  
SHALLOW WATER, KS 67872  
316-872-7680 KG - 08

### Most Improved

Math Year 1: 50 (45.18) Math Year 2: 80 (48.59)

Enrollment: 165  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 85  
Latinos: 15



SILVER CITY ELEMENTARY  
2515 LAWRENCE AVE, KANSAS CITY, KS 66106  
913-722-7475 KG - 05

### Most Improved

Reading Year 1: 24.2 (61.51) Reading Year 2: 85.2 (64.05)  
(64.05)

Enrollment: 216  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 35  
African Americans: 33  
Latinos: 27  
Asians: 4


VICTOR ORNELAS ELEMENTARY  
3401 E SPRUCE, GARDEN CITY, KS 67846  
316-276-5270 PK - 05

### Most Improved

Reading Year 1: 26.5 (61.51) Reading Year 2: 45.5

Enrollment: 580  
LEP: 50% or more Title I  
75-100% Poverty  
Whites: 10  
Latinos: 78  
Asians: 12

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Legend:  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## *Kansas*




**WEST BOURBON ELEMENTARY**  
BOX 10, UNIONTOWN, KS 66779  
316-756-4335 PK - 08

### **Most Improved**

Math Year 1: 51.1 (45.18) Math Year 2: 63.6 (48.59)

Enrollment: 338  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 1  
Asians: 1  
Native Americans: 1

30 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.



# Top Performing Schools Directory



## Kentucky

**Assessment:** Kentucky Instructional Skills Information System.  
**Proficient:** Students demonstrates knowledge of major concepts even though she/he overlooks or misunderstands some less obvious ideas of details. Student can apply core concepts and skills to solve problems. Student makes connections among major concepts. Student communicates ideas effectively.



**EAST CARTER MIDDLE**  
 520 ROBERT & MARY, GRAYSON, KY 41143  
 606-474-5156 06 - 08

### High Achievement

Math: 88.7 (53.8)

### Most Improved

Reading Year 1: 47.8 (45.5) Reading Year 2: 52.5 (49.2)  
 Math Year 1: 48.7 (48.9) Math Year 2: 88.7 (53.8)

Enrollment: 703  
 LEP: 0 to 10% Title I  
 50-74% Poverty  
 Whites: 99  
 Asian: 1



**LEESTOWN MIDDLE**  
 LEESTOWN ROAD, LEXINGTON, KY 40511  
 606-254-9223 06 - 08

### High Achievement

Math: 53.9 (53.8)

### Most Improved

Math Year 1: 41.7 (48.9) Math Year 2: 53.9 (53.8)

Enrollment: 643  
 LEP: 50% or more Title I  
 50-74% Poverty  
 Whites: 51  
 African Americans: 49



**AUDUBON ELEMENTARY**  
 300 WORTHINGTON RD, OWENSBORO, KY 42301  
 502-685-4110 KG - 05

### High Achievement

Reading: 82.3 (63.8)

Enrollment: 441  
 LEP: 0 to 10% Title I  
 50-74% Poverty



**HARDINSBURG ELEMENTARY**  
 419 EAST 3RD STREET, HARDINSBURG, KY 40143  
 502-756-5184 KG - 08

### High Achievement

Reading: 85.6 (63.8)

### Most Improved

Reading Year 1: 52.1 (55.3) Reading Year 2: 85.6 (63.8)

Enrollment: 748  
 LEP: 0 to 10% Title I  
 50-74% Poverty  
 Whites: 96  
 African Americans: 4



**RUSSELL COUNTY MIDDLE**  
 2258 SOUTH HWY 127, RUSSELL SPRINGS, KY 42642  
 502-866-2224 07 - 09

### High Achievement

Reading: 51.7 (49.2)

### Most Improved

Math Year 1: 48.7 (48.9) Math Year 2: 61.5 (53.8)

Enrollment: 651  
 LEP: 0 to 10% Title I  
 50-74% Poverty  
 Whites: 99  
 African Americans: 1  
 Latinos: 1



**CANNEL CITY ELEMENTARY**  
 RT 191, CANNEL CITY, KY 41408  
 606-743-4115 KG - 05

### High Achievement

Reading: 92.7 (63.8)

Enrollment: 119  
 LEP: 0 to 10% Title I  
 75-100% Poverty  
 Whites: 99  
 African Americans: 1

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**Legend:** The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
 ( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Kentucky



**HATCHER ELEMENTARY**  
HICKMAN ST, ASHLAND, KY 41101  
606-327-2732 KG - 06

**High Achievement**  
Math: 50.9 (44.8)

Enrollment: 221  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 91  
African Americans: 5  
Latinos: 1  
Asians: 1  
Native Americans: 1



**ISONVILLE ELEMENTARY**  
PO BOX 199, ISONVILLE, KY 41149  
606-738-6695 KG - 06

**High Achievement**  
Reading: 104.7 (63.8)

Enrollment: 144  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100



**JAMESTOWN ELEMENTARY**  
342 S MAIN STREET, JAMESTOWN, KY 42629  
502-343-3966 KG - 06

**High Achievement**  
Reading: 85.9 (63.8)

Enrollment: 381  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 2



**L C CURRY ELEMENTARY**  
GLENLILY & DURBIN ST, BOWLING GREEN, KY 42101  
502-842-0089 KG - 06

**High Achievement**  
Math: 66.7 (44.8)

Enrollment: 280  
LEP: 11 to 20% Title I  
75-100% Poverty  
Whites: 40  
African Americans: 47  
Latinos: 11  
Asians: 1

### SOUTH LAUREL MIDDLE



223 S LAUREL RD, LONDON, KY 40741  
606-878-9300 06 - 08

**High Achievement**  
Math: 58.2 (53.8)

Enrollment: 93  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 97  
African Americans: 1  
Latinos: 1  
Asians: 1

### TILDEN HOGGE ELEMENTARY



5950 CRANSTON ROAD, MOREHEAD, KY 40351  
606-784-4604 KG - 05

**High Achievement**  
Math: 58.3 (44.8)

Enrollment: 264  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1

# Top Performing Schools Directory



## Kentucky



**WHITLEY CO CENTRAL ELEMENTARY**  
520 BLV OF CHAMPIONS, WILLIAMSBURG, KY 40769  
606-549-7060 KG - 05

**High Achievement**  
Math: 54.6 (44.8)

Enrollment: 433  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 98  
African Americans: 1  
Asians: 1

### ARJAY ELEMENTARY



**ARJAY, KY 40902**  
606-337-3512 KG - 06

**Most Improved**  
Reading Year 1: 35.0 (55.3) Reading Year 2: 74.3 (63.8)

Enrollment: 156  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
African Americans: 1

### BURNSIDE ELEMENTARY



**LAKESHORE DRIVE, BURNSIDE, KY 42519**  
606-561-4250 KG - 05

**Most Improved**  
Reading Year 1: 44.6 (55.3) Reading Year 2: 70.7 (63.8)

Enrollment: 457  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1  
Asians: 1



**WILMORE ELEMENTARY**  
S LEXINGTON AVE, WILMORE, KY 40390  
606-858-3134 KG - 05

**High Achievement**  
Math: 72.5 (44.8)

Enrollment: 550  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 88  
African Americans: 5  
Latinos: 2  
Asians: 3  
Native Americans: 2

### BREATHITT COUNTY HIGH

406 COURT ST, JACKSON, KY 41339  
606-666-7511 09 - 12

**Most Improved**  
Math Year 1: 26.7 (45.5) Math Year 2: 37.3 (50.0)  
Reading Year 1: 26.9 (33.8) Reading Year 2: 44.6 (54)

Enrollment: 826  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100


### CARR CREEK ELEMENTARY

LITTCARR, KY 41834  
606-642-3833 KG - 08

**Most Improved**  
Math Year 1: 13.2 (41.8) Math Year 2: 33.2 (44.8)

Enrollment: 623  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 97  
African Americans: 3

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
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# Top Performing Schools Directory



## Kentucky

CRABBE ELEMENTARY  
17TH & CENTRAL, ASHLAND, KY 41101  
606-327-2730 KG - 06

**Most Improved**

Math Year 1: 15.2 (41.8) Math Year 2: 37.2 (44.8)

Enrollment: 406  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 97  
African Americans: 1  
Asians: 1  
Native Americans: 1

DISHMAN MCGINNIS ELEMENTARY  
OLD MORGANTOWN RD, BOWLING GREEN, KY 42101  
502-843-4464 KG - 06

**Most Improved**

Math Year 1: 11.6 (41.8) Math Year 2: 30.6 (44.8)

Enrollment: 269  
LEP: 11 to 20% Title I  
75-100% Poverty  
Whites: 59  
African Americans: 30  
Latinos: 9  
Asians: 2

FOURTH DISTRICT ELEMENTARY  
PO BOX 20, JETSON, KY 42252  
502-526-4392 KG - 05

**Most Improved**

Math Year 1: 9.6 (41.8) Math Year 2: 27.7 (44.8)

Enrollment: 163  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100

HARRODSBURG HIGH  
E LEXINGTON ST, HARRODSBURG, KY 40330  
606-734-8420 09 - 12

**Most Improved**

Math Year 1: 46.6 (48.9) Math Year 2: 47.9 (53.8)

Enrollment: 237  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 75  
African Americans: 25

HERALD WHITAKER MIDDLE  
HORNET DRIVE, SALYERSVILLE, KY 41465  
06-349-5190 07 - 08

**Most Improved**

Reading Year 1: 38.8 (45.5) Reading Year 2: 45.8 (49.2)


Enrollment: 494  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

IROQUOIS HIGH  
4615 TAYLOR BLVD, LOUISVILLE, KY 40215  
502-473-8269 09 - 12

**Most Improved**

Reading Year 1: 16.3 (33.8) Reading Year 2: 32.0 (54)  
Math Year 1: 22.1 (45.5) Math Year 2: 35.0 (50)

Enrollment: 222  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 49  
African Americans: 44  
Latinos: 3  
Asians: 4

34 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
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# Top Performing Schools Directory



## Kentucky



**IRVINGTON ELEMENTARY**  
ROUTE 2 BOX 90, IRVINGTON, KY 40146  
502-547-4491 KG - 08

**Most Improved**

Math Year 1: 23.4 (41.8) Math Year 2: 53.3 (44.8)

Enrollment: 407  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 89  
African Americans: 11

**JACKSON COUNTY HIGH**  
PO BOX 427 HWY 421S, MCKEE, KY 40447  
606-287-7155 09 - 12

**Most Improved**

Reading Year 1: 26.3 (33.8) Reading Year 2: 48.8 (54)  
Math Year 1: 26.0 (45.5) Math Year 2: 37.8 (50)

Enrollment: 691  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

**JACKSON INDEPENDENT MIDDLE**  
938 HIGHLAND AVE, JACKSON, KY 41339  
606-666-5164 05 - 08

**Most Improved**

Reading Year 1: 20.7 (33.8) Reading Year 2: 50.9 (54.0)

Enrollment: 116  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1

**KNOX CENTRAL HIGH**  
N MAIN STREET, BARBOURVILLE, KY 40906  
606-546-9253 09 - 12

**Most Improved**

Reading Year 1: 25.6 (33.8) Reading Year 2: 45.5 (54.0)

Enrollment: 67  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
African Americans: 1



**LACY ELEMENTARY**  
12015 GREENVILLE RD, HOPKINSVILLE, KY 42240  
502-269-2102 KG - 05

**Most Improved**

Math Year 1: 17.3 (41.8) Math Year 2: 54.4 (44.8)

Enrollment: 294  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 73  
African Americans: 26




**MEYZEEK MIDDLE**  
828 S JACKSON ST, LOUISVILLE, KY 40203  
502-473-8307 06 - 08

**Most Improved**

Reading Year 1: 45.4 (45.5) Reading Year 2: 58.3 (49.2)

Enrollment: 328  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 62  
African Americans: 34  
Latinos: 1  
Asians: 3

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35

# Top Performing Schools Directory



## Kentucky

NOE MIDDLE  
121 WEST LEE ST, LOUISVILLE, KY 40208  
502-473-8299 06 - 08

### Most Improved

Reading Year 1: 40.0 (45.5) Reading Year 2: 45.6 (49.2)  
Math Year 1: 38.4 (48.9) Math Year 2: 50.8 (53.8)

Enrollment: 79  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 60  
African Americans: 33  
Latinos: 2  
Asians: 3  
Native Americans: 1

NORTH DRIVE MIDDLE  
831 NORTH DRIVE, HOPKINSVILLE, KY 42240  
502-887-1250 06 - 08

### Most Improved

Reading Year 1: 39.3 (45.5) Reading Year 2: 48.1 (49.2)

Enrollment: 678  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 65  
African Americans: 35



SANDERS ELEMENTARY  
8408 TERRY LN, PLEASURE RIDGE, KY 40258  
502-473-8322 KG - 05

### Most Improved

Reading Year 1: 39.4 (55.3) Reading Year 2: 66.7 (63.8)

Enrollment: 416  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 67  
African Americans: 31  
Latinos: 1  
Asians: 1



SPARKSVILLE ELEMENTARY  
44 WEED-SPARKSVILLE, COLUMBIA, KY 42728  
502-378-6565 KG - 08

### Most Improved

Reading Year 1: 53.7 (55.3) Reading Year 2: 91.7 (63.8)

Enrollment: 177  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99



SUMMER SHADE ELEMENTARY  
RT 1 BOX 23, SUMMER SHADE, KY 42166  
502-428-3962 KG - 05

### Most Improved

Reading Year 1: 40.9 (55.3) Reading Year 2: 80.9 (63.8)

Enrollment: 191  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 2

WARFIELD MIDDLE  
P O BOX 378, WARFIELD, KY 41267  
606-395-5900 06 - 08

### Most Improved

Reading Year 1: 41.9 (45.5) Reading Year 2: 47.1 (49.2)

Enrollment: 294  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

# Top Performing Schools Directory



## Kentucky

WEST CARTER MIDDLE  
PO BOX 910, OLIVE HILL, KY 41164  
606-286-5354 06 - 08

**Most Improved**

Reading Year 1: 38.3 (45.5) Reading Year 2: 47.9 (49.2)


Enrollment: 557  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
Latinos: 1

WHITESBURG MIDDLE  
PARK STREET, WHITESBURG, KY 41858  
606-633-2761 06 - 08

**Most Improved**

Reading Year 1: 41.7 (45.5) Reading Year 2: 47.8 (49.2)

Enrollment: 243  
LEP: 0 to 10% Title I  
50-74% Poverty

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

37



# Top Performing Schools Directory



## Minnesota

Assessment: Minnesota Comprehensive Assessment (elementary school)  
Minnesota Basic Standards Test (middle school)  
Proficient: Elementary: no definition available Middle: percent passing

ANDERSEN OPEN ELEMENTARY  
1098 ANDERSEN LANE, MINNEAPOLIS, MN 55407  
612-627-2295 Grade: 05

**High Achievement**  
Math: 11 (32)

Enrollment: 740  
LEP: 21 to 30% Title I  
75-100% Poverty  
Whites: 20  
African Americans: 30  
Latinos: 30  
Native Americans: 20

ANDERSEN OPEN ELEMENTARY  
1098 ANDERSEN LANE, MINNEAPOLIS, MN 55407  
612-627-2295 Grade: 08

**High Achievement**  
Reading: 50 (68) Math: 44 (71)

Enrollment: 740  
LEP: 21 to 30% Title I  
75-100% Poverty  
Whites: 20  
African Americans: 30  
Latinos: 30  
Native Americans: 20



**BELGRADE BROOTEN ELROSA SECONDARY**  
BOX 339, BELGRADE, MN 56312  
612-254-8211 Grade: 03

**High Achievement**  
Reading: 49 (35) Math: 34 (32)

Enrollment: 226  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 95  
African Americans: 5



**BERTHA ELEMENTARY**  
BOX 8, BERTHA, MN  
218-924-2500 Grade: 03

**High Achievement**  
Reading: 38 (35)

Enrollment: 323  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 97  
Latinos: 3



**CANBY ELEMENTARY**  
307 1ST ST. W., CANBY, MN  
507-223-7219 Grade: 03

**High Achievement**  
Reading: 44 (35) Math: 47 (35)

Enrollment: 362  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
Latinos: 1  
Native Americans: 1

**EAGLE VALLEY SECONDARY**  
BOX 299, EAGLE BEND, MN 56446  
218-738-6442 Grade: 08

**High Achievement**  
Reading: 56 (68) Math: 55 (71)

Enrollment: 308  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 96  
African Americans: 1  
Asians: 1  
Native Americans: 2

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38 **Legend:** The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
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# Top Performing Schools Directory



## Minnesota

FOLWELL MIDDLE  
3611 20TH AVE. S., MINNEAPOLIS, MN 55407  
612-627-2604 Grade: 08

### High Achievement

Reading: 29 (68) Math:30 (71)

Enrollment: 756  
LEP: 21 to 30% Title I  
75-100% Poverty  
Whites: 25  
African Americans: 30  
Latinos: 14  
Asians: 14  
Native Americans: 2

HEALY SECONDARY  
112 KAMNIC ST., PIERZ, MN 56364  
612-468-6491 Grade: 08

### High Achievement

Reading: 56 (68) Math: 78 (71)

Enrollment: 575  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

HENDRICKS ELEMENTARY  
200 E. LINCOLN, HENDRICKS, MN  
507-275-3115 Grade: 06

### High Achievement

Reading: 51 Math:32

Enrollment: 103  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1  
Asians: 1

HILL CITY SECONDARY  
500 IONE AVE., HILL CITY, MN  
218-697-2394 Grade: 08

### High Achievement

Reading: 58 (68) Math:76 (71)

Enrollment: 147  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 90  
Native Americans: 10



HOLMES ELEMENTARY  
1026 E. CENTER ST., ROCHESTER, MN 55904  
507-281-6085 Grade: 05

### High Achievement

Reading: 41 (38)

Enrollment: 334  
LEP: 21 to 30% Title I  
50-74% Poverty  
Whites: 55  
African Americans: 10  
Latinos: 2  
Asians: 18




KING ELEMENTARY  
BOX 307, DEER RIVER, MN  
218-246-8860 Grade: 05

### High Achievement

Reading: 41 (38)

Enrollment: 493  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 73  
African Americans: 1  
Native Americans: 26

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
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# Top Performing Schools Directory



## Minnesota



**LOWELL MUSIC MAGNET ELEMENTARY**  
2000 RICE LAKE RD., DULUTH, MN 55811  
218-722-9226 Grade: 03

**High Achievement**  
Reading: 36 (35)

Enrollment: 545  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 80  
African Americans: 9  
Latinos: 1  
Asians: 7  
Native Americans: 3



**LOWELL MUSIC MAGNET ELEMENTARY**  
2000 RICE LAKE RD., DULUTH, MN 55811  
218-722-9226 Grade: 05

**High Achievement**  
Reading: 47 (38)

Enrollment: 545  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 80  
African Americans: 9  
Latinos: 1  
Asians: 7  
Native Americans: 3



**MADIELIA ELEMENTARY**  
121 E. MAIN ST., MADEIRA, MN  
507-642-3234 Grade: 03

**High Achievement**  
Reading: 37 (35)

Enrollment: 290  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 70  
Latinos: 30



**MARCY OPEN ELEMENTARY**  
415 4TH AVE. S.E., MINNEAPOLIS, MN  
612-627-2271 Grade: 03

**High Achievement**  
Math: 47 (35)

Enrollment: 609  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 50  
African Americans: 35  
Latinos: 5  
Asians: 10  
Native Americans: 4

**MARCY OPEN ELEMENTARY**  
415 4TH AVE. S.E., MINNEAPOLIS, MN  
612-627-2271 Grade: 08

**High Achievement**  
Reading: 57 (68) Math: 57 (71)

Enrollment: 609  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 50  
African Americans: 35  
Latinos: 5  
Asians: 10  
Native Americans: 4




**MARCY OPEN ELEMENTARY**  
415 4TH AVE. S.E., MINNEAPOLIS, MN  
612-627-2271 Grade: 05

**High Achievement**  
Math: 32 (32)

Enrollment: 609  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 50  
African Americans: 35  
Latinos: 5  
Asians: 10  
Native Americans: 4

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40 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Minnesota



**MOTLEY-STAPLES MIDDLE**  
BOX 268, MOTLEY, MN  
218-352-6170 Grade: 07

### High Achievement

Reading: 79 (68) Math: 78 (71)

### Enrollment:

LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
Latinos: 2



**MOUNTAIN LAKE ELEMENTARY**  
BOX 400, 450 12TH ST., MOUNTAIN LAKE, MN 56159  
507-427-3151 Grade: 03

### High Achievement

Reading: 45 (35)

### Enrollment: 309

LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 78  
Latinos: 7  
Asians: 15



**MOUNTAIN LAKE ELEMENTARY.**  
BOX 400, 450 12TH ST., MOUNTAIN LAKE, MN 56159  
507-427-3151 Grade: 05

### High Achievement

Reading: 46 (38)

### Enrollment: 309

LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 78  
Latinos: 7  
Asians: 15



**PARKERS PRAIRIE ELEMENTARY**  
BOX 46, 518 SOUTH MCCO, PARKERS PRAIRIE, MN  
218-338-6011 Grade: 05

### High Achievement

Reading: 49 (38) Math: 37 (32)

### Enrollment: 358

LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 1  
Latinos: 1



**PARKERS PRAIRIE ELEMENTARY**  
BOX 46, 518 SOUTH MCCO, PARKERS PRAIRIE, MN  
218-338-6011 Grade: 03

### High Achievement

Math: 46 (35)

### Enrollment: 358

LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 1  
Latinos: 1




**PINE RIVER ELEMENTARY**  
BOX 610, PINE RIVER, MN 56474  
218-587-4447 Grade: 03

### High Achievement

Math: 47 (35)

### Enrollment: 519

LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 97  
African Americans: 1  
Latinos: 1  
Native Americans: 1

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

41

# Top Performing Schools Directory



## Minnesota

**PINE RIVER ELEMENTARY**  
BOX 610, PINE RIVER, MN 56474  
218-587-4447 Grade: 05


**High Achievement**  
Math:35 (32)

Enrollment: 519  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 97  
African Americans: 1  
Latinos: 1  
Native Americans: 1

**SHINGLE CREEK ELEMENTARY**  
5034 OLIVER AVE. N., MINNEAPOLIS, MN 55430  
612-627-2673 Grade: 05

**High Achievement**  
Math:17 (32)


Enrollment: 461  
LEP: 11to 20% Title I  
75-100% Poverty  
Whites: 18  
African Americans: 61  
Asians: 16  
Native Americans: 5



**TUTTLE ELEMENTARY**  
1042 18TH AVE. S.E., MINNEAPOLIS, MN 55414  
612-627-2271 Grade: 03

**High Achievement**  
Reading: 41 (35) Math:49 (35)

Enrollment: 426  
LEP: 31 to 40% Title I  
50-74% Poverty  
Whites: 40  
African Americans: 30  
Asians: 30



**TUTTLE ELEMENTARY**  
1042 18TH AVE. S.E., MINNEAPOLIS, MN 55414  
612-627-2271 Grade: 05


**High Achievement**  
Math:32 (32)

Enrollment: 426  
LEP: 31 to 40% Title I  
50-74% Poverty  
Whites: 40  
African Americans: 30  
Asians: 30

**WAUBUN SEC.**  
BOX 98, WAUBUN, MN  
218-473-2173 Grade: 08

**High Achievement**  
Math:54 (71)

Enrollment: 284  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 40  
Native Americans: 60

42 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Mississippi

**Assessment:** Iowa Test of Basic Skills, Form L, and Test of Achievement Proficiency. Test is administered in fall for the previous school year.  
**Proficient:** NCE average; there is no definition of proficient.



**DURANT PUBLIC**  
 400 W MADISON STREET, DURANT, MS 39063  
 601-653-3429 03 - 05

### High Achievement

Math: 55.4 (49.4)

### Most Improved

Reading Year 1: 37.9 (46.3) Reading Year 2: 47.3 (47.1)  
 Math Year 1: 42.0 (48.1) Math Year 2: 55.4 (49.4)

Enrollment: 679  
 LEP: 0 to 10% Title I  
 75-100% Poverty  
 Whites: 18  
 African Americans: 82



**HILLS CHAPEL**  
 ROUTE 5 BOX 138, BOONEVILLE, MS 38829  
 601-728-5181 KG - 08

### High Achievement

Math: 57.7 (49.4) Read: 55.7 (48.6)

### Most Improved

Math Year 1: 49.3 (48.1) Math Year 2: 57.7 (49.4)

Enrollment: 549  
 LEP: 0 to 10% Title I  
 50-74% Poverty  
 Whites: 100



**OXFORD ELEMENTARY**  
 1637 HWY 30 E, OXFORD, MS 38655  
 601-234-3497 03 - 05

### High Achievement

Reading: 56.3 (47.3) Math: 58.1 (49.4)

### Most Improved

Math Year 1: 51.8 (48.1) Math Year 2: 58.1 (49.4)

Enrollment: 636  
 LEP: 0 to 10% Title I  
 50-74% Poverty



**PASS CHRISTIAN ELEMENTARY**  
 703 W NORTH, PASS CHRISTIAN, MS 39571  
 601-452-4397 KG - 05

### High Achievement

Reading: 52.3 (47.3) Math: 59.4 (49.4)

### Most Improved

Math Year 1: 50.32 (48.1) Math Year 2: 59.38 (49.4)

Enrollment: 434  
 LEP: 0 to 10% Title I  
 50-74% Poverty  
 Whites: 41  
 African Americans: 53  
 Asians: 6



**SAND HILL ELEMENTARY**  
 RT 4 BOX 115 HIGHWAY, RICHTON, MS 39476  
 601-989-2022 06 - 08

### High Achievement

Reading: 56.0 (46.9)

### Most Improved

Math Year 1: 49.0 (46.5) Math Year 2: 56.0 (46.9)

Enrollment: 227  
 LEP: 0 to 10% Title I  
 75-100% Poverty  
 Whites: 98

**DREW HIGH**  
 288 GREEN AVENUE, DREW, MS 38737  
 601-745-8586 09 - 12

### High Achievement

Math: 290.4 (294.5)

Enrollment: 268  
 LEP: 0 to 10% Title I  
 75-100% Poverty  
 Whites: 10  
 African Americans: 90

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**Legend:** The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
 ( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Mississippi



**DURANT PUBLIC**  
400 W MADISON STREET, DURANT, MS 39063  
601-653-3429 06 - 08

**High Achievement**  
Math: 49.9 (46.9)

Enrollment: 679  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 18  
African Americans: 82



**EAST CORINTH ELEMENTARY**  
1200 MEEKS STREET, CORINTH, MS 38834  
601-286-5245 02 - 04

**High Achievement**  
Math: 59.9 (49.4)

Enrollment: 463  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 60  
African Americans: 40

**HEIDELBERG HIGH**  
P O DRAWER M, HEIDELBERG, MS 39439  
601-787-3414 09 - 12

**High Achievement**  
Math: 292.3 (294.5)

Enrollment: 396  
LEP: 0 to 10% Title I  
75-100% Poverty  
African Americans: 99  
Native Americans: 1



**LELAND HIGH**  
403 E THIRD STREET, LELAND, MS 38756  
601-686-5020 09 - 12

**High Achievement**  
Math: 294.8 (294.5)

Enrollment: 421  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 5  
African Americans: 95



**MANNING ELEMENTARY**  
430 HIGHWAY 1 N, GREENVILLE, MS 38701  
601-334-7116 03 - 05

**High Achievement**  
Math Year 52.3 (49.4)


Enrollment: 366  
LEP: 0 to 10% Title I  
African Americans: 100



**NORA DAVIS MAGNET**  
1305 MARTIN LUTHER KING, LAUREL, MS 39440  
601-428-7782 KG - 06

**High Achievement**  
Reading: 56.0 (47.3) Math: 58.2 (49.4)

Enrollment: 461  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 25  
African Americans: 73

44 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Mississippi



**WEIR ATTENDANCE CENTER**  
SCHOOL HOUSE STREET, WEIR, MS 39772  
601-547-6428 KG – 12

### High Achievement

Math: 47.0 (46.9)

Enrollment: 602  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 37  
African Americans: 63  
Asians: 6



**AKIN ELEMENTARY**  
361 BOWMAN BLVD, GREENVILLE, MS 38701  
601-334-7161 KG – 06

### Most Improved

Reading Year 1: 47.3 (48.6) Reading Year 2: 57.4 (48.4)  
Math Year 1: 44.7 (46.5) Math Year 2: 49.7 (46.8)

Enrollment: 550  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 41  
African Americans: 59

**ARMSTRONG MIDDLE**  
303 MCKEE STREET, STARKVILLE, MS 39759  
601-324-4070 07 – 08

### Most Improved

Math Year 1: 44.6 (46.5) Math Year 2: 49.5 (46.8)

Enrollment: 666  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 36  
African Americans: 63  
Asians: 1

**EARL NASH ELEMENTARY**  
P O BOX 391, MACON, MS 39341  
601-726-5203 KG – 04

### Most Improved

Math Year 1: 34.5 (48.1) Math Year 2: 43.9 (49.4)

Enrollment: 582  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 1  
African Americans: 98  
Asians: 1



**FAIRVIEW JUNIOR HIGH**  
ROUTE 1 66 FAIRVIEW RD, GOLDEN, MS 38847  
601-585-3127 KG – 09

### Most Improved

Math Year 1: 46.8 (48.1) Math Year 2: 53.0 (49.4)


Enrollment: 255  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

**GLEN ALLAN ATTENDANCE CENTER**  
BOX 209, GLEN ALLAN, MS 38744  
P O 601-839-2991 PK – 06

### Most Improved

Reading Year 1: 33.6 (46.3) Reading Year 2: 41.6 (47.1)

Enrollment: 163  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 4  
African Americans: 95  
Latinos: 1

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.



# Top Performing Schools Directory



## Mississippi



**NEWTON COUNTY ELEMENTARY**  
HIGHWAY 15 N, DECATUR, MS 39327  
601-635-2956 KG - 06

### Most Improved

Math Year 1: 50.9 (48.1) Math Year 2: 65.4 (49.4)

Enrollment: 891  
LEP: 0 to 10%  
75-100% Poverty  
Whites: 75  
African Americans: 20  
Native Americans: 5



**OAKLAND ELEMENTARY**  
ROUTE 1 BOX 178, OAKLAND, MS 38948  
601-623-8701 KG - 06

### Most Improved

Math Year 1: 40.0 (48.1) Math Year 2: 49.8 (49.4)

Enrollment: 200  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 10  
African Americans: 90



**POTTS CAMP ATTENDANCE CENTER**  
P O BOX 697, POTTS CAMP, MS 38659  
601-333-6354 03 - 12

### Most Improved

Reading Year 1: 42.7 (46.3) Reading Year 2: 53.5 (47.1)

Enrollment: 591  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 60  
African Americans: 40



**RIENZI ELEMENTARY**  
ROUTE 2 BOX 1, RIENZI, MS 38865  
601-462-5214 KG - 08

### Most Improved

Reading Year 1: 43.5 (48.6) Reading Year 2: 57.1 (48.4)  
Math Year 1: 51 (46.5) Math Year 2: 58.2 (46.8)

Enrollment: 150  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
African Americans: 3  
Asians: 3



**VARDAMAN ELEMENTARY**  
HWY 8 EAST, VARDAMAN, MS 38878  
601-682-7799 KG - 06

### Most Improved

Reading Year 1: 47.1 (46.3) Reading Year 2: 52.2 (47.1)  
Math Year 1: 46.4 (48.1) Math Year 2: 54.1 (49.4)

Enrollment: 303  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 64  
African Americans: 27  
Latinos: 9

**REUBEN ELEMENTARY**  
P O BOX 247, BOLTON, MS 39041  
601-866-2642 KG - 08

### Most Improved

Math Year 1: 38.0 (46.5) Math Year 2: 44.6 (46.8)

Enrollment: 295  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 2  
African Americans: 98





# Top Performing Schools Directory



## Nevada

Assessment: TerraNova Form A.  
 Proficient: National percentile. Within the state four reporting levels are used: Below Standard, Approaching Standard, Meets standard, and Exceeds Standard.

EMPIRE ELEMENTARY  
 1260 MONTE ROSA, CARSON CITY, NV 89703  
 702-885-6371 KG - 05

**High Achievement**  
 Reading: 71.1 (77.1)

Enrollment: 556  
 LEP: 41 to 50% Title I  
 50-74% Poverty  
 Whites: 55  
 Latinos: 45

JACKPOT HIGH  
 PO BOX 463, JACKPOT, NV 89825  
 702-755-2374 07 - 12

**High Achievement**  
 Reading: 62.5 (80.8) Math: 87.5 (76.2)

Enrollment: 132  
 LEP: 11to 20% Title I  
 75-100% Poverty

YERINGTON INTERMEDIATE  
 215 PEARL STREET, YERINGTON, NV 89447  
 702-463-3506 05 - 08

**High Achievement**  
 Reading: 70.5 (76.2) Math: 71.7 (71.6)

Enrollment: 448  
 LEP: 11to 20% Title I  
 50-74% Poverty  
 Whites: 68  
 Latinos: 20  
 Native Americans: 9



GRAGSON ELEMENTARY  
 555 NORTH HONOLULU, LAS VEGAS, NV 89110  
 702-799-7330 PK - 05

**High Achievement**  
 Reading: 78 (77.1)

Enrollment: 789  
 LEP: 50% or more  
 50-74% Poverty  
 Whites: 10  
 African Americans: 20  
 Latinos: 70

ORR MIDDLE  
 1562 EAST KATIE DRIVE, LAS VEGAS, NV 89119  
 702-799-5573 06 - 08

**High Achievement**  
 Reading: 62.6 (76.2) Math: 61.0 (71.6)


Enrollment: 129  
 LEP: 11to 20% Title I  
 75-100% Poverty  
 Whites: 22  
 African Americans: 18  
 Latinos: 44  
 Asians: 6  
 Native Americans: 1

CAHLAN ELEMENTARY  
 2801 FORT SUMTER DRIVE, NORTH LAS VEGAS, NV 89030  
 702-799-7103 KG - 05

**Most Improved**  
 Reading Year 1: 48 Reading Year 2: 53.6 (76.2)  
 Math Year 1: 55 Math Year 2: 63.9 (71.6)

Enrollment: 473  
 LEP: 50% or more Title I  
 75-100% Poverty  
 Whites: 4  
 African Americans: 20  
 Latinos: 75  
 Asians: 1

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
 ( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Nevada

CRESTWOOD ELEMENTARY  
1300 PAULINE WAY, LAS VEGAS, NV 89104  
702-799-7890 PK - 05

### Most Improved

Reading Year 1: 76 Reading Year 2: 82.2

Enrollment: 609  
LEP: 31 to 40%  
50-74% Poverty  
Whites: 23  
African Americans: 10  
Latinos: 65  
Asians: 1  
Native Americans: 1

DESERT HEIGHTS ELEMENTARY  
13948 MT. BISMARCK STRE, RENO, NV 89506  
702-677-5444 KG - 06

### Most Improved

Reading Year 1: 49 Reading Year 2: 57.1  
Math Year 1: 35 Math Year 2: 65.7


Enrollment:  
LEP: 21 to 30% Title I  
50-74% Poverty  
Whites: 59  
African Americans: 5  
Latinos: 32  
Asians: 3  
Native Americans: 3

SIERRA VISTA ELEMENTARY  
2001 GETTO DRIVE, RENO, NV 89512  
702-322-5365 PK - 06

### Most Improved

Math Year 1: 44 Math Year 2: 90.2

Enrollment: 379  
LEP: 11to 20% Title I  
50-74% Poverty  
Whites: 60  
African Americans: 1  
Latinos: 40  
Asians: 1

48 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## New Hampshire

Assessment: New Hampshire State Assessment Test, 1995-96 (high school)  
Proficient: Proficient

ALLEN ELEMENTARY  
23 GRANITE ST, ROCHESTER, NH 3866  
603-332-2280 01 - 05

### High Achievement

Reading: 15 (30) Math: 28 (39)

### Most Improved

Math Year 1: 24 (33) Math Year 2: 28 (39)

Enrollment: 345  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
African Americans: 2  
Latinos: 2  
Asians: 2

AMHERST STREET  
71 AMHERST ST, NASHUA, NH 3060  
603-594-4385 KG - 06

### High Achievement

Reading: 21 (30) Math: 23 (39)

### Most Improved

Reading Year 1: 14 (29) Reading Year 2: 21 (30)

Enrollment: 413  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 80  
African Americans: 2  
Latinos: 15  
Asians: 2  
Native Americans: 1

DALTON ELEMENTARY  
RR 2 BOX 350, WHITEFIELD, NH 3598  
603-837-9827 01 - 03

### High Achievement

Reading: 20 (30) Math: 20

### Most Improved

Math Year 1: 6 (33) Math Year 2: 20 (39)

Enrollment: 55  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 100

STRAFFORD ELEMENTARY  
HC 71 BOX 113, CENTER STRAFFORD, NH 3815  
603-664-2842 01 - 08

### High Achievement

Reading: 17 (30)

Enrollment: 472  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 1  
Latinos: 1

BESSIE C ROWELL  
20 ROWELL DR, FRANKLIN, NH 3235  
603-934-5116 03 - 04

### Most Improved

Math Year 1: 10 (33) Math Year 2: 11 (39)

Enrollment: 252  
LEP: 0 to 10% Title I  
50-74% Poverty


HILLTOP ELEMENTARY  
17 GRAND ST, SOMERSWORTH, NH 3878  
603-692-2435 01 - 04

### Most Improved

Reading Year 1: 8 (29) Reading Year 2: 19 (30)  
Math Year 1: 4 (33) Math Year 2: 11 (39)

Enrollment: 182  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 1  
Latinos: 1

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Legend:  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## New York

**Assessment:** New York State Pupil Evaluation Program Test (Grades 3 & 6), Grades: Regents Examination (Secondary)  
**Proficient:** Score at or above the state reference point, but below mastery level. (Grades 3 & 6); Not available, Secondary)



**CHOIR ACADEMY OF HARLEM**  
 2005 MADISON AVE, NEW YORK, NY 10035  
 212-289-3481 04 - 11

**High Achievement**  
 Reading: 106 (56.3)

**Most Improved**  
 Reading Year 1: 13 (50.3) Reading Year 2: 106 (56.3)

Enrollment: 282  
 LEP: 0 to 10% Title I  
 50-74% Poverty  
 Whites: 1  
 African Americans: 95  
 Latinos: 3  
 Native Americans: 1

**FASHION INDUSTRIES HIGH**  
 225 W 24TH ST, NEW YORK, NY 10016  
 212-255-1235 09 - 12

**High Achievement**  
 Reading: 41 (56.3) Math: 35 (58.7)

**Most Improved**  
 Reading Year 1: 40 (50.3) Reading Year 2: 41 (56.3)

Enrollment: 201  
 LEP: 11 to 20% Title I  
 75-100% Poverty  
 Whites: 5  
 African Americans: 27  
 Latinos: 61  
 Asians: 7



**HOSTOS LINCOLN ACADEMY**  
 475 GRAND CONCOURSE, BRONX, NY 10451  
 718-518-4333 09 - 12

**High Achievement**  
 Reading: 68 (56.3)

**Most Improved**  
 Reading Year 1: 29 (50.3) Reading Year 2: 68 (56.3)

Enrollment: 267  
 LEP: 11 to 20% Title I  
 50-74% Poverty  
 Whites: 1  
 African Americans: 23  
 Latinos: 74  
 Asians: 2  
 Native Americans: 1

**LACKAWANNA HIGH**  
 550 MARTIN RD, LACKAWANNA, NY 14218  
 716-827-6727 07 - 12

**High Achievement**  
 Math: 46 (58.7) Reading: 55 (56.3)

**Most Improved**  
 Math Year 1: 32 (52.7) Math Year 2: 46 (58.7)

Enrollment: 5  
 LEP: 0 to 10% Title I  
 50-74% Poverty  
 Whites: 70  
 African Americans: 20  
 Asians: 10

50 **Legend:** The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
 ( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## New York



**PS 38**  
350 VERMONT ST, BUFFALO, NY 14213  
716-888-7060 PK - 08

### High Achievement

Math: 58 (20.3)

### Most Improved

Math Year 1: 20 (26.8) Math Year 2: 58 (20.3)

Enrollment: 726  
LEP: 11 to 20% Title I  
75-100% Poverty  
Whites: 13  
African Americans: 50  
Latinos: 36  
Native Americans: 1



**SCHOOL 46**  
250 NEWCASTLE RD, ROCHESTER, NY 14610  
716-288-8008 KG - 06

### High Achievement

Math: 95 (58.5)

### Most Improved

Math Year 1: 56 (45.5) Math Year 2: 95 (58.5)

Enrollment: 373  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 44  
African Americans: 45  
Latinos: 8  
Asians: 2  
Native Americans: 1



**SYLVAN-VERONA BEACH COMMUNITY**  
RT 13, VERONA BEACH, NY 13162  
315-762-4404 KG - 06

### High Achievement

Grade: 6  
Reading: 100 (86.1) Math: 50 (20.3)

### Most Improved

Math Year 1: 27 (26.8) Math Year 2: 50 (20.3)

Enrollment:  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

**TALENT UNLIMITED HIGH**  
317 E 67TH ST, NEW YORK, NY 10021  
212-879-6866 09 - 12

### High Achievement


Reading: 65 (56.3)

### Most Improved

Math Year 1: 12 (52.7) Math Year 2: 31 (58.7)

Enrollment:  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 9  
African Americans: 48  
Latinos: 40  
Asians: 3

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## New York



**ALBANY ELEMENTARY**  
1151 ALBANY ST, UTICA, NY 13501  
315-792-2150 KG - 06

**High Achievement**

Reading: 100 (85.6)

Enrollment: 510  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 68  
African Americans: 19  
Latinos: 13



**ARTHUR P. MOMOT**  
60 MONTY ST, PLATTSBURGH, NY 12901  
518-563-1140 PK - 05

**High Achievement**

Reading: 100 (85.6)

Enrollment: 460  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 86  
African Americans: 9  
Latinos: 4  
Asians: 1

**EL PUENTE ACADEMY FOR PEACE & JUSTICE**  
221 S 4TH ST, BROOKLYN, NY 11211  
718-599-2895 09 - 10

**High Achievement**

Reading: 25 (56.3)

Enrollment: 60  
LEP: 0 to 10% Title I  
75-100% Poverty  
African Americans: 13  
Latinos: 87



**GREAT NECK ROAD ELEMENTARY**  
1400 GREAT NECK RD, COPIAGUE, NY 11726  
516-842-4000 KG - 05

**High Achievement**

Reading: 100 (85.6)

Enrollment: 492  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 38  
African Americans: 30  
Latinos: 30  
Asians: 2



**HAMILTON ELEMENTARY**  
20 OAK ST, MOUNT VERNON, NY 10550  
914-665-5050 KG-06

**High Achievement**

Reading: 100 (86.1)

Enrollment: 508  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 89  
African Americans: 8  
Latinos: 2  
Asians: 1




**HOLMES**  
365 DUPONT AVE, TONAWANDA, NY 14150  
716-874-8423

**High Achievement**

Math: 83 (58.5)

Enrollment: 508  
LEP: 0 to 10% Title I  
50-74% Poverty  
White: 89  
African American: 8  
Latinos: 2  
Asians: 1

52 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## New York

IS 237 RACHEL CARSON  
46-21 COLDEN ST, FLUSHING, NY  
718-353-6464 07 - 09

### High Achievement

Math: 47 (58.7)

Enrollment: 290  
LEP: 21 to 30%  
50-74% Poverty  
Whites: 10  
African Americans: 10  
Latinos: 22  
Asians: 58



JEFFERSON ELEMENTARY  
BAILEY RD, MASSENA, NY 13662  
315-764-0292 KG - 06

### High Achievement

Reading: 100 (85.6)

Enrollment: 363  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

NEWTOWN HIGH  
48-01 90TH ST, ELMHURST, NY 11373  
718-592-4300 09 - 12

### High Achievement

Math: 39 (58.7)

Enrollment: 639  
LEP: 31 to 40%  
50-74% Poverty  
Whites: 7  
African Americans: 8  
Latinos: 61  
Asians: 24



PS 139 THE REGO PARK  
93-06 63RD DR, REGO PARK, NY 11374  
718-459-1044 KG - 06

### High Achievement

Math: 40 (20.3)

Enrollment: 916  
LEP: 31 to 40%  
50-74% Poverty  
Whites: 40  
African Americans: 4  
Latinos: 16  
Asians: 40



PS 161  
330 CROWN ST, BROOKLYN, NY 11225  
718-756-3100 KG - 05

### High Achievement

Reading: 100 (86.1) Math: 75 (20.3)

Enrollment: 413  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 1




PS 171 PATRICK HENRY  
19 EAST 103RD ST, NEW YORK, NY 10029  
212-860-5801 PK - 06

### High Achievement

Math: 30 (20.3)

Enrollment: 561  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 1  
African Americans: 49  
Latinos: 49  
Asians: 1

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

53



# Top Performing Schools Directory



## New York



**PS 192**  
4715 18TH AVE, BROOKLYN, NY 11204  
718-633-3061 PK - 05

**High Achievement**  
Math: 77 (58.5)

Enrollment: 438  
LEP: 31 to 40% Title I  
75-100% Poverty  
Whites: 32  
African Americans: 5  
Latinos: 44  
Asians: 19



**PS 200**  
1940 BENSON AVE, BROOKLYN, NY 11214  
718-236-5466 PK - 05

**High Achievement**  
Math: 83 (58.5)

Enrollment: 938  
LEP: 21 to 30%  
50-74% Poverty  
Whites: 40  
African Americans: 1  
Latinos: 12  
Asians: 27



**PS 214 CADWALLADER COLDEN**  
31-15 140TH ST, FLUSHING, NY 11354  
718-461-4055 KG - 06

**High Achievement**  
Math: 50 (20.3)

Enrollment: 626  
LEP: 0 to 10%  
50-74% Poverty  
Whites: 14  
African Americans: 9  
Latinos: 37  
Asians: 40



**PS 70 INDIAN PARK ACADEMY**  
76 BUFFUM ST, BUFFALO, NY 14210  
716-828-4800 03 - 08

**High Achievement**  
Reading: 100 (85.6) Math: 68 (58.5)

Enrollment: 273  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 45  
African Americans: 52  
Latinos: 3

**THE RENAISSANCE**  
36-41 28TH ST, LONG ISLAND CITY, NY 11106  
718-937-1463 04 - 08

**High Achievement**  
Math: 34 (58.7)


Enrollment: 135  
LEP: NA  
50-74% Poverty



**SCHOOL 16**  
759 N BROADWAY, YONKERS, NY 10701  
914-376-8340 KG - 06

**High Achievement**  
Reading: 100 (86.1)

Enrollment: 372  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 21  
African Americans: 42  
Latinos: 32  
Asians: 5

54 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.



# Top Performing Schools Directory



## New York



**SYLVAN-VERONA BEACH COMMUNITY**  
RT 13, VERONA BEACH, NY 13162  
315-762-4404 KG – 06

### High Achievement

Grade: 3  
Reading: 100 (85.6)

Enrollment:  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100



**THEODORE ROOSEVELT**  
OGDEN ST, BINGHAMTON, NY 13901  
607-762-8283 PK – 05

### High Achievement

Reading: 98 (85.6)

Enrollment: 438  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 62  
African Americans: 25  
Latinos: 7  
Asians: 6



**WATSON WILLIAMS ES**  
107 ELMWOOD PL, UTICA, NY 13501  
315-792-2167 KG – 06

### High Achievement

Reading: 99 (85.6)

Enrollment: 527  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 30  
African Americans: 56  
Latinos: 10  
Asians: 4



**WOODROW WILSON**  
287 PROSPECT ST, BINGHAMTON, NY 13905  
607-763-8442 KG – 05

### High Achievement

Reading: 98 (85.6)

Enrollment: 537  
LEP: 11 to 20% Title I  
75-100% Poverty  
Whites: 72  
African Americans: 14  
Latinos: 7  
Asians: 7



**CLINTON V. BUSH ELEMENTARY**  
150 PARDEE AVE, JAMESTOWN, NY 14701  
716-483-4401 KG – 04

### Most Improved

Math Year 1: 29 (45.5) Math Year 2: 79 (58.5)


Enrollment: 339  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 86  
African Americans: 7  
Latinos: 6  
Native Americans: 1

**EAST NY VOCATIONAL & TECHNOLOGY HIGH**  
1 WELLS ST, BROOKLYN, NY  
718-647-5204 09 – 12

### Most Improved

Math Year 1: 9 (52.7) Math Year 2: 18 (58.7)

Enrollment: 368  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 1  
African Americans: 75  
Latinos: 22  
Asians: 1  
Native Americans: 1

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

55

# Top Performing Schools Directory



## New York



**GOV. GEORGE CLINTON**  
100 MONTGOMERY ST, POUGHKEEPSIE, NY 12601  
914-451-4600 PK - 05

**Most Improved**

Reading Year 1: 43 (79.5) Reading Year 2: 89 (85.6)

Enrollment: 365  
LEP: 11to 20% Title I  
75-100% Poverty  
Whites: 18  
African Americans: 80  
Latinos: 2



**LAUREL PARK ELEMENTARY**  
SWAN PL, BRENTWOOD, NY 11717  
516-434-2464 01 - 05

**Most Improved**

Math Year 1: 31 (45.5) Math Year 2: 76 (58.5)

Enrollment: 448  
LEP: 11to 20% Title I  
50-74% Poverty  
Whites: 21  
African Americans: 24  
Latinos: 53  
Asians: 1  
Native Americans: 1

**LOUIS D. BRANDEIS HIGH**  
145 W 84TH ST, NEW YORK, NY 10024  
212-799-0300 09 - 12

**Most Improved**

Reading Year 1: 6 (50.3) Reading Year 2: 21 (56.3)  
Math Year 1: 16 (52.7) Math Year 2: 27 (58.7)

Enrollment: 838  
LEP: 31 to 40% Title I  
50-74% Poverty  
Whites: 2  
African Americans: 36  
Latinos: 62



**NORTH ELEMENTARY**  
400 WEST NORTH ST, GENEVA, NY 14456  
315-781-0489 KG - 05

**Most Improved**

Math Year 1: 33 (45.5) Math Year 2: 72 (58.5)

Enrollment: 591  
LEP: 11to 20% Title I  
50-74% Poverty  
Whites: 57  
African Americans: 22  
Latinos: 19  
Asians: 2



**PS 150**  
40-01 43D AVE, LONG ISLAND CITY, NY 11104  
718-784-2252 KG - 06

**Most Improved**

Math Year 1: 9 (26.8) Math Year 2: 22 (20.3)

Enrollment: 894  
LEP: 41 to 50% Title I  
50-74% Poverty  
Whites: 1  
African Americans: 37  
Latinos: 58  
Asians: 38

**PS 150 CHARLES JAMES FOX**  
920 E 167TH ST, BRONX, NY 10459  
718-328-7729 PK - 06

**Most Improved**

Reading Year 1: 46 (83.7) Reading Year 2: 79 (86.1)

Enrollment: 721  
LEP: 11to 20% Title I  
75-100% Poverty  
African Americans: 13  
Latinos: 87

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56 **Legend:** The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## New York

PS 18  
118 HAMPSHIRE ST, BUFFALO, NY 14213  
716-888-7030 KG - 08

### Most Improved

Math Year 1: 11 (45.5) Math Year 2: 49 (58.5)

Enrollment: 705  
LEP: 31 to 40% Title I  
75-100% Poverty  
Whites: 15  
African Americans: 24  
Latinos: 60  
Asians: 1  
Native Americans: 1

PS 204  
108-110 W 174TH ST, BRONX, NY 10453  
718-583-6636 KG - 05

### Most Improved

Reading Year 1: 34 (79.5) Reading Year 2: 81 (85.6)

Enrollment: 458  
LEP: 21 to 30% Title I  
75-100% Poverty  
Whites:  
African Americans: 32  
Latinos: 68

### PS 28 TRIANGLE ACADEMY



1515 SOUTH PARK AVE, BUFFALO, NY 14220  
716-828-4777 03 - 08

### Most Improved

Reading Year 1: 41 (79.5) Reading Year 2: 87 (85.6)

Enrollment: 474  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 40  
African Americans: 51  
Latinos: 8  
Asians: 1  
Native Americans: 1

### PS 72 LORRAINE ACADEMY



71 LORRAINE AVE, BUFFALO, NY 14220  
716-828-4809 05 - 08

### Most Improved

Reading Year 1: 45 (83.7) Reading Year 2: 95 (86.1)


Enrollment: 300  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 48  
African Americans: 50  
Latinos: 1  
Native Americans: 1

SCHOOL 16  
759 N BROADWAY, YONKERS, NY 10701  
914-376-8340 Grade: 3

### Most Improved

Reading Year 1: 42 (79.5) Reading Year 2: 84 (85.6)

Enrollment: 372  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 21  
African Americans: 42  
Latinos: 32  
Asians: 5

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

## Top Performing Schools Directory



### North Carolina

Assessment: North Carolina End of Course Test  
Proficient: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.


NANTAHALA SCHOOL  
STAR RT BOX 307, TOPTON, NC 28781  
704-321-4388 KG - 12

#### High Achievement

Reading: 82.5 Math: 81.0

Enrollment: 116  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

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- 58 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## North Dakota

Assessment: Comprehensive Test of Basic Skills Version 4.  
Proficient: National percentile, no definition of proficient.



**BEACH HIGH**  
PO BOX 368, BEACH, ND 58621  
701-872-4161 Grade: 08

### High Achievement

Reading: 57.61 (58.5) Math: 61.52 (58.14)

### Most Improved

Reading Year 1: 57.55 Reading Year 2: 61.52 (58.5)  
Math Year 1: 55.86 Math Year 2: 57.61 (58.14)

Enrollment: 277  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 96  
African Americans: 1  
Native Americans: 3



**BEACH HIGH**  
PO BOX 368, BEACH, ND 58621  
701-872-4161 Grade: 11

### High Achievement

Reading: 54.84 (54.77) Math: 60.27 (59.18)

### Most Improved

Math Year 1: 57.39 Math Year 2: 60.27 (59.18)

Enrollment: 277  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 96  
African Americans: 1  
Native Americans: 3



**BUTTE ELEMENTARY**  
PO BOX 287, BUTTE, ND 58723  
701-626-7118 Grade: 03

### High Achievement

Math: 80.25 (58.6)

### Most Improved

Reading Year 1: 58.33 Reading Year 2: 59.25 (58.38)  
Math Year 1: 71 Math Year 2: 80.25 (58.6)

Enrollment: 39  
LEP: 0 to 10% Title I  
50-74% Poverty



**FLASHER ELEMENTARY**  
PO BOX 267, FLASHER, ND 58535  
701-597-3355 Grade: 3

### High Achievement


Math: 60.81 (58.6)

### Most Improve

Math Year 1: 56.84 (58.6) Math Year 2: 60.81 (58.60)

Enrollment: 146  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
Native Americans: 6

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## North Dakota



**FRANKLIN ELEMENTARY**  
PO BOX 269, JAMESTOWN, ND 58401  
701-252-0558 KG - 06

**High Achievement**  
Reading: 63.25 (58.38)

**Most Improve**  
Math Year 1: 57.43      Math Year 2: 60.16 (58.6)  
Reading Year 1: 57.75      Reading Year 2: 63.25 (58.38)

Enrollment: 134  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 90  
Latinos: 4  
Native Americans: 6



**HALLIDAY HIGH**  
PO BOX 188, HALLIDAY, ND 58636  
701-938-4391 08

**High Achievement**  
Reading: 59.55 (58.5)

**Most Improve**  
Math Year 1: 54      Math Year 2: 59.55 (58.14)

Enrollment: 67  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 75  
Native Americans: 25



**HEBRON ELEMENTARY**  
PO BOX Q, HEBRON, ND 58638  
701-878-4442 Grade: 03

**High Achievement**  
Reading: 62.72 (58.38)      Math: 61.36 (58.6)

**Most Improve**  
Math Year 1: 58.37      Math Year 2: 61.36 (58.6)  
(58.5)

Enrollment: 124  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
Native Americans: 1




**REEDER ELEMENTARY**  
PO BOX 248, REEDER, ND 58649  
701-853-2311 Grade: 8

**High Achievement**  
Reading: 60.75 (58.5)      Math: 70.5 (58.14)

**Most Improve**  
Reading Year 1: 67.28 (58.5)      Reading Year 2: 70.5

Enrollment: 51  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 82  
Native Americans: 18

60 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## North Dakota



**ROOSEVELT HIGH**  
PO BOX 197, CARSON, ND 58529  
701-622-3263 08

### High Achievement

Reading: 70.44 (58.5) Math: 68.77 (58.14)

### Most Improved

Reading Year 1: 67 Reading Year 2: 68.77 (58.5)  
Math Year 1: 64 Math Year 2: 70.44 (58.14)

Enrollment: 75  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 92  
Asians: 1  
Native Americans: 7



**ROOSEVELT HIGH**  
PO BOX 197, CARSON, ND 58529  
701-622-3263 Grade: 11

### High Achievement

Reading: 59 (54.77) Math: 70.28 (59.18)

### Most Improved

Reading Year 1: 57.46 Reading Year 2: 59 (54.77)  
Math Year 1: 61.53 Math Year 2: 70.28 (59.18)

Enrollment: 75  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 92  
Asians: 1  
Native Americans: 7



**WOLFORD ELEMENTARY**  
PO BOX 478, WOLFORD, ND 58385  
701-583-2387 PK - 06

### High Achievement

Reading: 75.80 (58.38) Math: 80 (58.6)

### Most Improve

Reading Year 1: 66.2 Reading Year 2: 75.8 (58.38)  
Math Year 1: 73.4 Reading Year 2: 80.0 (58.6)

Enrollment: 35  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100




**HALLIDAY HIGH**  
PO BOX 188, HALLIDAY, ND 58636  
701-938-4391 11

### High Achievement

Reading: 58.15 (54.77)

Enrollment: 67  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 75  
Native Americans: 25

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## North Dakota

LAKE AGASSIZ ELEMENTARY  
605 STANFORD, GRAND FORKS, ND 58203  
701-746-2275 Grade: 03

**High Achievement**  
Reading: 51.28 (58.38)

Enrollment: 458  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 69  
African Americans: 6  
Latinos: 3  
Asians: 2  
Native Americans: 20

ELGIN HIGH  
PO BOX 70, ELGIN, ND 58533  
701-584-2374 Grade: 11

**Most Improved**  
Math Year 1: 54.37 Math Year 2: 57.56 (59.18)

Enrollment: 122  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
Asians: 1  
Native Americans: 5



FLASHER ELEMENTARY  
PO BOX 267, FLASHER, ND 58535  
701-597-3355 Grade: 08

**Most Improved**  
Reading Year 1: 57.56 Reading Year 2: 58.50 (58.5)

Enrollment: 146  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
Native Americans: 6

MONTPELIER HIGH  
PO BOX 10, MONTPELIER, ND 58472  
701-489-3348 07 - 12


**Most Improved**  
Reading Year 1: 40.41 Reading Year 2: 54.92 (58.5)  
Math Year 1: 50.46 Math Year 2: 54.07 (58.14)

Enrollment: 72  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100

ROLETTE HIGH  
PO BOX 97, ROLETTE, ND 58366  
701-246-3596 07 - 12

**Most Improved**  
Grade: 11  
Reading Year 1: 51.68 Reading Year 2: 53 (54.77)

Enrollment: 123  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 74  
African Americans: 1  
Native Americans: 25

62 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.



# Top Performing Schools Directory



## Oklahoma

Assessment: Oklahoma Core Curriculum Tests.  
Proficient: Satisfactory: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.



**CALVIN ELEMENTARY**  
P O BOX 127, CALVIN, OK 74531  
405-645-2411 Grade: 05

### High Achievement

Reading: 92 (77)

### Most Improved

Grade: 5

Reading Year 1: 67 Reading Year 2: 92

Enrollment: 141  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 90  
Native Americans: 10



**LEACH ELEMENTARY**  
P O BOX 211, TWIN OAKS, OK 74368  
918-868-2277 Grade: 08

### High Achievement

Reading: 86 (72) Math: 83 (72)

Enrollment: 116  
LEP: 50% or more Title I  
75-100% Poverty  
Whites: 10  
Native Americans: 90

## WAPANUCKA ELEMENTARY



P O BOX 188, WAPANUCKA, OK 73461  
405-937-4288 KG - 08

### High Achievement

Reading: 92 (72)

### Most Improved

Reading Year 1: 67 Reading Year 2: 92

Enrollment: 139  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 53  
African Americans: 1  
Latinos: 6  
Asians: 3  
Native Americans: 37

## BRUSHY ELEMENTARY



RT 3 BOX 231-8, SALLISAW, OK 74955  
918-775-4458 PK - 08

### High Achievement

Math: 100 (72)

Enrollment: 218  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 56  
Latinos: 3  
Native Americans: 41

## Oklahoma

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



**CANEY ELEMENTARY**  
P O BOX 60, CANEY, OK 74533  
405-889-6608 KG - 08

**High Achievement**  
Math: 100 (80)

Enrollment: 247  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 90  
Native Americans: 10

**CANUTE ELEMENTARY**  
P O BOX 490, CANUTE, OK 73626  
405-472-3922 KG - 08

**High Achievement**  
Reading: 93 (72) Math: 93 (72)

Enrollment: 150  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
Native Americans: 2



**CHEYENNE ELEMENTARY**  
P O BOX 650, CHEYENNE, OK 73628  
405-497-3371 KG - 08

**High Achievement**  
Math: 93 (72)

Enrollment: 200  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
Latinos: 1  
Native Americans: 1



**FELT ELEMENTARY**  
P O BOX 47, FELT, OK 73937  
405-426-2220 KG - 08

**High Achievement**  
Reading: 88 (72) Math: 100 (72)

Enrollment: 47  
LEP: 11to 20% Title I  
75-100% Poverty  
Whites: 75  
Latinos: 25



**HAYWOOD ELEMENTARY**  
HCR 75 BOX 3, MCALESTER, OK 74501  
918-423-6265 KG - 08

**High Achievement**  
Math: 100 (72)

Enrollment: 148  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 70  
Native Americans: 30




**HOMER ELEMENTARY**  
P O BOX 2509, ADA, OK 74820  
405-332-4303 PK - 05

**High Achievement**  
Math: 93 (80)

Enrollment: 554  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 53  
African Americans: 1  
Asians: 1  
Native Americans: 45

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64 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Oklahoma



**JACKSON ELEMENTARY**  
2201 N LINDY, LAWTON, OK 73502  
405-353-7890 PK - 06

### High Achievement

Reading: 100 (77)

Enrollment: 223  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 53  
African Americans: 32  
Latinos: 8  
Asians: 1  
Native Americans: 5



**KEYES ELEMENTARY**  
P O BOX 47, KEYES, OK 73947  
405-546-7686 KG - 08

### High Achievement

Reading: 100 (77) Math: 100 (80)

Enrollment: 96  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
Latinos: 2



**LANE ELEMENTARY**  
P O BOX 39, LANE, OK 74555  
405-889-2743 Grade: 08

### High Achievement

Reading: 100 (77)

Enrollment: 166  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 35  
African Americans: 2  
Latinos: 2  
Asians: 1  
Native Americans: 60



**LANE ELEMENTARY**  
P O BOX 39, LANE, OK 74555  
405-889-2743 KG - 08

### High Achievement

Reading: 92 (72) Math: 100 (72)

Enrollment: 166  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 35  
African Americans: 2  
Latinos: 2  
Asians: 1  
Native Americans: 60

## LOST CITY ELEMENTARY



P O BOX 138, HULBERT, OK 74444  
918-772-2538 Grade: 08

### High Achievement

Reading: 92 (72) Math: 100 (72)

Enrollment: 151  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 40  
Native Americans: 60



## MULHALL-ORLANDO ELEMENTARY


P O BOX 8, ORLANDO, OK 73073  
405-649-2228 Grade: 08

### High Achievement

Reading: 100 (77) Math: 100 (80)

Enrollment: 166  
LEP: 0 to 10% Title I  
50-74% Poverty

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

65

# Top Performing Schools Directory



## Oklahoma



**MULHALL-ORLANDO ELEMENTARY**  
P O BOX 8, ORLANDO, OK 73073  
405-649-2228 KG - 08

**High Achievement**  
Math: 93 (72)

Enrollment: 166  
LEP: 0 to 10% Title I  
50-74% Poverty



**PIERCE ELEMENTARY**  
2701 S TULSA, OKLA CITY, OK 73108  
405-685-1988 PK - 05

**High Achievement**  
Reading: 86 (77) Math: 93 (80)

Enrollment: 265  
LEP: 21 to 30% Title I  
75-100% Poverty  
Whites: 50  
African Americans: 5  
Latinos: 40  
Native Americans: 5



**SUNNYSIDE ELEMENTARY**  
ROUTE 4 BOX 1050, CUSHING, OK 74023  
918-225-1635 01 - 05

**High Achievement**  
Reading: 95 (77)

Enrollment: 198  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 85  
African Americans: 5  
Native Americans: 10



**TENKILLER ELEMENTARY**  
RURAL ROUTE 1 BOX 750, WELLING, OK 74471  
918-457-5996 KG - 08

**High Achievement**  
Reading: 85 (72)

Enrollment: 196  
LEP: 31 to 40% Title I  
75-100% Poverty  
Whites: 16  
Native Americans: 84



**WHITEFIELD ELEMENTARY**  
P O BOX 178, WHITEFIELD, OK 74472  
918-967-8572 KG - 08


**High Achievement**  
Math: 100 (80)

Enrollment: 77  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 80  
Native Americans: 20

**AGRA ELEMENTARY**  
P O BOX 279, AGRA, OK 74824  
918-375-2261 PK - 08

**Most Improved**  
Reading Year 1: 50 Reading Year 2: 83  
Math Year 1: 50 Math Year 2: 83

Enrollment: 214  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100  
Native Americans:

66 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Oklahoma

BOWLEGS ELEMENTARY  
P O BOX 88, BOWLEGS, OK 74830  
405-398-4321 KG - 08

### Most Improved

Reading Year 1: 50 Reading Year 2: 86

Enrollment: 231  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 58  
African Americans: 2  
Native Americans: 40

COLBERT EAST WARD ELEMENTARY  
P O BOX 310, COLBERT, OK 74733  
405-296-2198 04 - 06

### Most Improved

Reading Year 1: 51 Reading Year 2: 79

Enrollment: 179  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 59  
African Americans: 5  
Latinos: 6  
Native Americans: 30

FLETCHER ELEMENTARY  
P O BOX 489, FLETCHER, OK 73541  
405-549-6020 KG - 06

### Most Improved

Reading Year 1: 68 Reading Year 2: 92

Enrollment: 263  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 86  
African Americans: 1  
Latinos: 2  
Asians: 1  
Native Americans: 10

GARFIELD ELEMENTARY  
601 S 7TH ST, PONCA CITY, OK 74601  
405-767-8030 01 - 06

### Most Improved

Reading Year 1: 31 Reading Year 2: 77  
Math Year 1: 46 Math Year 2: 76

Enrollment: 286  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 60  
African Americans: 13  
Latinos: 6  
Asians: 1  
Native Americans: 20

OKLAHOMA UNION ELEMENTARY  
RT 1 BOX 377-7, S COFFEYVILL, OK 74072  
918-251-6552 KG - 06

### Most Improved

Math Year 1: 62 Math Year 2: 89

Enrollment: 223  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 96  
African Americans: 1  
Native Americans: 3


PICHER-CARDIN ELEMENTARY  
P O BOX 280, PICHER, OK 74360  
918-673-1783 KG - 06

### Most Improved

Math Year 1: 55 Math Year 2: 82

Enrollment: 245  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 80  
African Americans: 1  
Asians: 1  
Native Americans: 19

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Oklahoma

PRESTON ELEMENTARY  
P O BOX 418, PRESTON, OK 74456  
918-756-8470 KG - 08

### Most Improved

Math Year 1: 62 Math Year 2: 88


Enrollment: 260  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 65  
African Americans: 20  
Native Americans: 15

ROOSEVELT ELEMENTARY  
1502 SW "I" AVE, LAWTON, OK 73501  
405-355-0199 PK - 06

### Most Improved

Reading Year 1: 42 Reading Year 2: 67

Enrollment: 193  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 30  
African Americans: 38  
Latinos: 14  
Asians: 1  
Native Americans: 16

68 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Rhode Island

**Assessment:** Grade 4 & 8 RI Math Performance Assessment Program, Rhode Island New Standards Reference Exam, Metropolitan Achievement Test, Grade 10 Reading.  
**Proficient:** Proficient/Achieved Standard: At this level, students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

CARL G. LAURO  
99 KENYON STREET, PROVIDENCE, RI 2903  
401-456-9391 KG - 06

### High Achievement

Reading: 15 (71) Math: 1 (20)

Enrollment: 975  
LEP: 41 to 50% Title I  
75-100% Poverty  
Whites: 9  
African Americans: 26  
Latinos: 62  
Asians: 12  
Native Americans: 1

CENTRAL FALLS JUNIOR-SENIOR HIGH  
24 SUMMER STREET, CENTRAL FALLS, RI 2863  
401-727-7710 Grade: 08

### High Achievement

Reading: 27 (69) Math: 30 (60)

Enrollment: 54  
LEP: 21 to 30% Title I  
75-100% Poverty  
Whites: 12  
African Americans: 3  
Latinos: 85

CENTRAL FALLS JUNIOR-SENIOR HIGH  
24 SUMMER STREET, CENTRAL FALLS, RI 2863  
401-727-7710 07 - 12

### High Achievement

Grade: 10  
Reading: 26 (64) Math: 38 (66)

Enrollment: 54  
LEP: 21 to 30% Title I  
75-100% Poverty  
Whites: 12  
African Americans: 3  
Latinos: 85

CUNNINGHAM  
40 BALDWIN STREET, PAWTUCKET, RI 2860  
401-729-6262 KG - 06

### High Achievement

Reading: 35 (71)

Enrollment: 662  
LEP: 11 to 20% Title I  
75-100% Poverty  
Whites: 27  
African Americans: 35  
Latinos: 36  
Asians: 1  
Native Americans: 2

NATHANAEL GREENE MIDDLE  
721 CHALKSTONE AVENUE, PROVIDENCE, RI 2908  
401-456-9347 06 - 08

### High Achievement

Reading: 49 (64) Math: 39 (60)

Enrollment: 812  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 35  
Native Americans: 1


ROBERT F. KENNEDY  
195 NELSON STREET, PROVIDENCE, RI 2908  
401-456-9403 01 - 06

### High Achievement

Math: 13

Enrollment: 595  
LEP: 50% or more Title I  
75-100% Poverty  
Whites: 11  
African Americans: 22  
Latinos: 12  
Asians: 55

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

69

# Top Performing Schools Directory



## *Rhode Island*

ROGERS HIGH  
WICKHAM ROAD, NEWPORT, RI 02840  
401-849-3608 09 - 12

### **High Achievement**

Reading: 63 (64)

Enrollment: 915  
LEP: 0 to 10%  
75-100% Poverty  
Whites: 78  
African Americans: 14  
Latinos: 5  
Asians: 2  
Native Americans: 1

WOONSOCKET HIGH  
777 CASS AVENUE, WOONSOCKET, RI 02895  
401-767-4662 09 - 12

### **High Achievement**

Reading: 52 (64) Math: 54 (66)


Enrollment: 580  
LEP: 0 to 10%  
75-100% Poverty  
Whites: 72  
African Americans: 6  
Latinos: 11  
Asians: 10  
Native Americans: 1

WOONSOCKET MIDDLE  
357 PARK PLACE, WOONSOCKET, RI 02895  
401-767-4600 06 - 08

### **High Achievement**

Reading: 47 (60) Math: 42 (60)

Enrollment: 454  
LEP: 0 to 10%  
75-100% Poverty

70 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.



# Top Performing Schools Directory



## Tennessee

Assessment: Tennessee Comprehensive Achievement Program. New assessment in 1997-98.  
Proficient: No information available.



**BRICEVILLE ELEMENTARY**  
103 SLATE STONE ROAD, BRICEVILLE, TN 37710  
615-426-2289 KG - 05

**High Achievement:**  
Reading: 56 (55) Math: 61 (57)

Enrollment: 159  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100



**ELK VALLEY ELEMENTARY**  
ROUTE 2, PIONEER, TN 37847  
615-784-6866 KG - 08

**High Achievement:**  
Reading: 56 (55) Math: 65 (57)

Enrollment: 94  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100




**WESTWOOD ELEMENTARY**  
912 OAKDALE STREET, MANCHESTER, TN 37355  
615-728-3412 PK - 06

**High Achievement:**  
Reading: 63 (55) Math: 66 (57)

Enrollment: 372  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 90  
African Americans: 3  
Latinos: 5  
Asians: 2

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

71

# Top Performing Schools Directory



## Texas

Assessment: Reading – TLI score of 70 and above  
Proficient: Math – TLI score of 70 and above



**TERRELL WELLS MIDDLE**  
422 W HUTCHINS, SAN ANTONIO, TX 78221  
210-922-6325 Grade: 8

### High Achievement

Reading: 89.9 (84)

### Most Improved

Reading Year 1: 49.2 (75) Reading Year 2: 89.9 (84)

Math Year 1: 19.1 (56) Math Year 2: 76.2 (76)

Enrollment: 886

LEP: 0 to 10 Title I

75-100 Poverty

Whites: 9

Latinos: 91



**BLAKEMORE MIDDLE**  
P O BOX 219, BOYS RANCH, TX 79010  
806-534-2221 Grade: 8

### High Achievement

Reading: 96.8 (84)

Math: 87.1 (76)

Enrollment: 137

LEP: 0 to 10 Title I

75-100 Poverty



**POST MIDDLE**  
405 W 8TH, POST, TX 79356  
806-495-2874 Grade: 08

### High Achievement

Math: 96.9 (76)

Enrollment: 228

LEP: 0 to 10 Title I

50-74 Poverty

Whites: 44

African Americans: 9

Latinos: 46

Asians: 1



**RUSK MIDDLE**  
2929 INWOOD RD, DALLAS, TX 75235  
214-904-1050 Grade: 08

### High Achievement

Reading: 97.4 (84)

Enrollment: 610

LEP: 41 to 50 Title I

75-100 Poverty

Whites: 2


African Americans: 15

Latinos: 76

Asians: 6

Native Americans: 1

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72 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Texas



**THE TEACHER ACADEMY**  
510 S SUGAR RD, EDINBURG, TX 78539  
210-383-1684 Grade: 10

### High Achievement

Reading: 97.7 (86) Math: 89.7 (73)

Enrollment: 178  
LEP: 0 to 10 Title I  
50-74 Poverty  
Whites: 21  
Latinos: 77  
Asians: 2



**ANSON JONES MIDDLE**  
1256 PINN RD, SAN ANTONIO, TX 78227  
210-678-2100 Grade: 8

### Most Improved

Reading Year 1: 58.9 (75) Math: 87 (84)

Enrollment: 240  
LEP: 0 to 10 Title I  
75-100 Poverty  
Whites: 13  
African Americans: 6  
Latinos: 80  
Asians: 1



**ARANSAS PASS MIDDLE**  
450 SOUTH AVENUE A, ARANSAS PASS, TX 78336  
512-758-3248 09 - 12

### High Achievement

Reading: 86 (73)

Enrollment: 7  
LEP: NA Title I  
50-74 Poverty  
Whites: 51  
African Americans: 4  
Latinos: 43  
Asians: 1  
Native Americans: 1



**ATTUCKS MIDDLE**  
4330 BELFORT BLVD, HOUSTON, TX 77051  
713-733-9253 06 - 08

### Most Improved

Reading Year 1: 41.1 (75) Reading Year 2: 70.8 (84)

Enrollment: 533  
LEP: 11 to 20 Title I  
50-74 Poverty  
Whites: 1  
African Americans: 86  
Latinos: 13  
Asians: 1



**J K HILEMAN EL**  
P O BOX 128, QUEEN CITY, TX 75572  
903-796-6304 Grade: 4

### Most Improved

Math Year 1: 41.2 (70) Math Year 2: 96.7 (82)

Enrollment: 486  
LEP: 0 to 10 Title I  
50-74 Poverty  
Whites: 60  
African Americans: 40


**KEY MIDDLE**  
4000 KELLEY ST, HOUSTON, TX 77026  
713-635-2353 Grade: 8

### Most Improved

Reading Year 1: 47.2 (75) Reading Year 2: 81.5 (84)  
Math Year 1: 23.6 (56) Math Year 2: 75.9 (76)

Enrollment: 919  
LEP: 0 to 10 Title I  
50-74 Poverty  
Whites: 2  
African Americans: 68  
Latinos: 30


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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory




## Texas

  
PROGRESO MIDDLE  
P O BOX 613, PROGRESO, TX 78579  
210-565-6539 Grade: 08

**Most Improved**

Math Year 1: 23.5 (56) Math Year 2: 74.3 (76)


Enrollment: 433  
LEP: 31 to 40 Title I  
75-100 Poverty  
Latinos: 100

  
RAYBURN MIDDLE  
1400 CEDARHURST, SAN ANTONIO, TX 78227  
210-678-2150 Grade: 08

**Most Improved**

Math Year 1: 31.1 (56) Math Year 2: 77.6 (76)


Enrollment: 808  
LEP: 0 to 10 Title I  
50-74 Poverty  
Whites: 21  
African Americans: 5  
Latinos: 73

  
YSLETA MIDDLE  
8691 INDEPENDENCE DR, EL PASO, TX 79907  
915-859-1613 06 - 08

**Most Improved**

Math Year 1: 33.8 (56) Math Year 2: 76.9 (76)


Enrollment: 569  
LEP: 31 to 40 Title I  
75-100 Poverty  
Latinos: 100

  
AIRPORT ELEMENTARY  
410 N AIRPORT DR, WESLACO, TX 78596  
210-969-6770 KG - 04

**High Achievement**

Reading: 100 (83) Math: 100 (82)

Enrollment: 12  
LEP: 31 to 40 Title I  
75-100 Poverty  
Whites: 1  
Latinos: 99

74 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Virginia

Assessment: National percentile  
Proficient: levels available in 1997-98

DRYDEN PRIMARY  
PO BOX 89, DRYDEN, VA 24243  
703-346-4443 KG - 04

### High Achievement

Reading: 54 (58) Math: 61 (58)

Grade: 3  
Enrollment: 449  
LEP: 0 to 10 Title I  
75-100 Poverty  
Whites: 97  
African Americans: 2  
Asians: 1



FRANCIS SCOTT KEY ELEMENTARY  
2300 KEY BLVD, ARLINGTON, VA 22201  
703-358-4210 KG - 05

### High Achievement

Reading: 79 (58) Math: 78 (58)

Grade: 3  
Enrollment: 636  
LEP: 50 or more Title I  
50-74 Poverty  
Whites: 30  
African Americans: 15  
Latinos: 43  
Asians: 10  
Native Americans: 2



FRANCIS SCOTT KEY ELEMENTARY  
2300 KEY BLVD, ARLINGTON, VA 22201  
703-358-4210 KG - 05

### High Achievement

Reading: 71 (62) Math: 72 (62)

Grade: 5  
Enrollment: 636  
LEP: 50 or more Title I  
50-74 Poverty  
Whites: 30  
African Americans: 15  
Latinos: 43  
Asians: 10  
Native Americans: 2




IVOR ELEMENTARY  
PO BOX 169, IVOR, VA 23866  
804-859-6539 KG - 05

### High Achievement

Reading: 64 (62) Math: 67 (62)

Enrollment: 163  
LEP: 0 to 10 Title I  
50-74 Poverty  
Whites: 55  
African Americans: 43  
Latinos: 2

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Virginia



**LONG BRANCH ELEMENTARY**  
33 N FILLMORE ST, ARLINGTON, VA 22201  
703-358-4220 KG - 05

**High Achievement**

Reading: 67 (62) Math: 70 (62)

Grade: 5  
Enrollment: 478  
LEP: 41 to 50 Title I  
50-74 Poverty  
Whites: 41  
African Americans: 17  
Latinos: 32  
Asians: 10

**VIRGINIA MIDDLE**  
501 PIEDMONT ST, BRISTOL, VA 24201  
703-669-2042 07 - 08

**High Achievement**

Reading: 65 (57) Math: 54 (57)

Grade: 8  
Enrollment: 410  
LEP: 0 to 10  
50-74 Poverty  
Whites: 92  
African Americans: 7  
Latinos: 1  
Asians: 1



**WESTHAVEN ELEMENTARY**  
3701 CLIFFORD ST, PORTSMOUTH, VA 23707  
804-393-8855 KG - 04

**High Achievement**

Reading: 66 (58) Math: 65 (58)

Grade: 3  
Enrollment: 632  
LEP: 0 to 10 Title I  
50-74 Poverty  
Whites: 55  
African Americans: 42  
Asians: 2  
Native Americans: 1




**WILLARD MODEL ELEMENTARY**  
1511 WILLOW WOOD DR, NORFOLK, VA 23509  
804-441-2891 KG - 05

**High Achievement**

Reading: 67 (62) Math: 70 (62)

Grade: 5  
Enrollment: 565  
LEP: 0 to 10  
50-74 Poverty  
Whites: 40  
African Americans: 55  
Asians: 4  
Native Americans: 1

76 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Washington

Assessment: Comprehensive Test of Basic Skills version 4  
Proficient: Reduction in the percent of students scoring in the bottom quarter over time.



**CURLEW**  
2193 CURLEW SCHOOL RD, CURLEW, WA 99118  
509-779-4931 Grade: 08

**High Achievement**  
Math: 23 (23.2)

**Most Improved**  
Reading Year 1: 39 Reading Year 2: 23

Enrollment: 359  
LEP: 0-10%  
50-74% Poverty  
Whites: 85  
African Americans: 1  
Latinos: 4  
Asians: 4  
Native Americans: 6



**GRANT**  
1018 NO. PROSPECT, TACOMA, WA 98406  
206-596-1402 Grade: 04

**High Achievement**  
Math: 6 (28.1)

**Most Improved**  
Math Year 1: 41 Math Year 2: 6

Enrollment: 342  
LEP: 11-20%  
75-100% Poverty



**WHITSTRAN ELEMENTARY**  
ROUTE 2 BOX 2197, PROSSER, WA 99350  
509-973-2345 Grade: 4

**High Achievement**  
Reading: 23 (23.5)

**Most Improved**  
Reading Year 1: 49 Reading Year 2: 23


Enrollment: 278  
LEP: 41-50%  
75-100% Poverty  
Whites: 38  
Latinos: 60  
Asians: 2

**AUDUBON ELEMENTARY**  
W 2020 CARLISLE AVE., SPOKANE, WA 99205  
509-353-5234 PK - 06

**High Achievement**  
Reading: 27 (23.5) Math: 22 (28.1)

Enrollment: 607  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 85  
African Americans: 4  
Latinos: 4  
Asians: 2  
Native Americans: 5

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

77

# Top Performing Schools Directory



## Washington



**BEMISS**  
EAST 2323 BRIDGEPORT A, SPOKANE, WA 99207  
509-353-4476      Grade: 4

### High Achievement

Math: 26 (28.1)

Enrollment: 601  
LEP: 11-20%  
75-100% Poverty  
Whites: 76  
African Americans: 3  
Asians: 1  
Other: 20

LAKE STICKNEY ELEMENTARY  
1625 MADISON WAY, LYNNWOOD, WA 98037  
206-356-1303    KG - 05

### High Achievement

Reading: 11 (23.5)

Enrollment: 515  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 76  
African Americans: 7  
Latinos: 10  
Asians: 6  
Native Americans: 1



**STEVENS**  
1242 18 AV E, SEATTLE, WA 98112  
206-281-6760    Grade: 04

### High Achievement

Reading: 13 (23.5)

Enrollment: 274  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 51  
African Americans: 20  
Latinos: 10  
Asians: 18  
Native Americans: 1



**CUSICK**  
PO BOX 270, CUSICK, WA 99119  
509-445-1125      Grade: 08

### High Achievement

Reading: 19 (20.2)    Math: 10 (23.2)

Enrollment: 70  
LEP: 0-10%  
50-74% Poverty  
Whites: 77  
Asian: 2  
Native Americans: 21



**LONGFELLOW**  
301 N 10<sup>TH</sup> AVENUE, PASCO, WA 99301  
509-547-2429      Grade: 04

### High Achievement

Reading: 25 (28.1)

Enrollment: 454  
75-100% Poverty  
Whites: 22  
Latinos: 78

**ALDERWOOD**  
3400 HOLLYWOOD AVENUE, BELLINGHAM, WA 98225  
206-676-6404      Grade: 04

### Most Improved

Math Year 1: 71      Math Year 2: 35

Enrollment: 301  
LEP: 11-20%  
50-74% Poverty  
Whites: 72  
African Americans: 1  
Latinos: 9  
Asians: 12  
Native Americans: 6

78    **Legend:** The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.



# Top Performing Schools Directory



## Washington

SARAH J. ANDERSON  
2215 NE 104 STREET, VANCOUVER, WA 98686  
206-696-7231 Grade: 04

### Most Improved

Math Year 1: 45 Math Year 2: 19

Enrollment: 575  
LEP: 21-30%  
50-74% Poverty  
Whites: 73  
African Americans: 7  
Latinos: 18  
Asians: 1  
Native Americans: 1

CENTRAL  
311 3<sup>RD</sup> STREET, HOQUIAM, WA 98550  
206-533-1151 Grade: 4

### Most Improved

Reading Year 1: 42 Reading Year 2: 16

Enrollment: 363  
LEP: 0-10%  
75-100% Poverty  
Whites: 76  
African Americans: 1  
Latinos: 10  
Asians: 1  
Native Americans: 12

GRANTHAM  
1253 POPLAR, CLARKSTON, WA 99403  
509-758-2503 Grade: 04

### Most Improved

Math Year 1: 51 Math Year 2: 29

Enrollment: 387  
LEP: 0-10%  
75-100% Poverty  
Whites: 100  
African Americans: 5  
Latinos: 5  
Native Americans: 10

HOUGH  
1900 DANIEL STREET, VANCOUVER, WA 98660  
206-696-7275 Grade: 04

### Most Improved

Math Year 1: 57 Math Year 2: 24

Enrollment: 406  
LEP: 0-10%  
50-74% Poverty  
Whites: 77  
African Americans: 6  
Latinos: 11  
Asians: 2  
Native American: 4

NEAH BAY  
PO BOX 86, NEAH BAY, WA 98357  
206-645-2221 Grade: 08

### Most Improved

Math Year 1: 75 Math Year 2: 31

Enrollment: 326  
LEP: 0-10%  
50-74% Poverty  
Whites: 4  
African Americans: 1  
Latinos: 1  
Native Americans: 94


KITSAP LAKE  
111 CARR BLVD, BREMERTON, WA 98312  
206-478-5100 Grade: 04

### Most Improved

Math Year 1: 59 Math Year 2: 29

Enrollment: 112  
LEP: 0-10%  
50-74% Poverty

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**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory




## Washington

PRESCOTT  
P.O BOX 65, PRESCOTT, WA 99348  
509-849-2215 Grade: 08

### Most Improved

Math Year 1: 32 Math Year 2: 90

Enrollment: 128  
LEP: 41-50%  
50-74% Poverty  
Whites: 48  
Latinos: 52

80 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## West Virginia

Assessment: Stanford Achievement Test Version 9  
Proficient: National percentile; no levels



**BRAXTON COUNTY HIGH**  
200 JERRY BURTON DRIVE, SUTTON, WV 26601  
304-765-7331 09 - 12

**High Achievement**  
Reading: 61 (59)

### Most Improved

Grade: 11  
Reading Year 1: 53      Reading Year 2: 61  
Math Year 1: 41      Math Year 2: 56

Enrollment: 746  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1



**BRAXTON COUNTY MIDDLE**  
100 CARTER BRAXTON DRI, SUTTON, WV 26601  
304-765-2644 05 - 08

**High Achievement**  
Reading: 66 (61)

### Most Improved

Reading Year 1: 57      Reading Year 2: 66

Enrollment: 789  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1



**CAMERON ELEMENTARY**  
5 CHURCH STREET, CAMERON, WV 26033  
304-686-3305 KG - 06

**High Achievement**  
Reading: 71 (61)      Math: 93 (70)

### Most Improved

Reading Year 1: 58      Reading Year 2: 71  
Math Year 1: 80      Math Year 2: 93

Enrollment: 398  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1



**CONFIDENCE ELEMENTARY**  
STAR ROUTE BOX 163, RED HOUSE, WV 25168  
304-586-2041 KG - 05

**High Achievement**  
Reading: 74 (57)

### Most Improved

Reading Year 1: 66      Reading Year 2: 74

Enrollment: 118  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100



**COTTAGEVILLE ELEMENTARY**  
SCHOOL STREET, COTTAGEVILLE, WV 25239  
304-372-7330 PK - 05

**High Achievement**  
Reading: 76 (57)      Math: 80 (66)

### Most Improved

Reading Year 1: 35      Reading Year 2: 76  
Math Year 1: 65      Math Year 2: 80

Enrollment: 152  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100




**DANESE ELEMENTARY**  
BOX 69, DANESE, WV 25831  
304-438-6827 KG - 05

**High Achievement**  
Reading: 62 (57)

### Most Improved

Reading Year 1: 53      Reading Year 2: 62

Enrollment: 120  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## West Virginia



**HACKER VALLEY ELEMENTARY**  
P.O. BOX 69, HACKER VALLEY, WV 26222  
304-493-6488 Grade: 6

### High Achievement

Reading: 65 (61) Math: 81 (70)

### Most Improved

Reading Year 1: 57 Reading Year 2: 65  
Math Year 1: 66 Math Year 2: 91

Enrollment: 94  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100



**LITTLE BIRCH ELEMENTARY**  
GENERAL DELIVERY, LITTLE BIRCH, WV 26629  
304-765-2042 PK - 04

### High Achievement

Reading: 71 (57) Math: 76 (64)

### Most Improved

Math Year 1: 53 Math Year 2: 76

Enrollment: 131  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100



**LOST CREEK ELEMENTARY**  
PO BOX 128, LOST CREEK, WV 26385  
304-745-3531 PK - 06

### High Achievement

Reading: 58 (61) Math: 70 (70)

### Most Improved

Grade: 6  
Reading Year 1: 50 Reading Year 2: 58

Enrollment: 199  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
African Americans: 1

**MIDLAND TRAIL ELEMENTARY**  
200 FERRY STREET, DIAMOND, WV 25015  
304-949-1823 KG - 06

### High Achievement

Reading: 67 (57) Math: 79 (66)

### Most Improved

Reading Year 1: 52 Reading Year 2: 67  
Math Year 1: 57 Math Year 2: 79

Enrollment: 161  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1



**OAKWOOD ELEMENTARY**  
909 OAKHURST DRIVE, CHARLESTON, WV 25314  
304-348-6696 KG - 06

### High Achievement

Grade: 6  
Reading: 56 (61)

### Most Improved

Grade: 6  
Reading Year 1: 50 Reading Year 2: 56

Enrollment: 139  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 75  
African Americans: 14  
Asians: 1

**SOPHIA ELEMENTARY**  
BOX 487, SOPHIA, WV 25921  
304-683-4541 KG - 06


### High Achievement

Grade: 6  
Reading: 56 (61) Math: 81 (70)

### Most Improved

Grade: 6  
Math Year 1: 72 Math Year 2: 81

Enrollment: 321  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 98  
African Americans: 2

82 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## West Virginia



**SOPHIA ELEMENTARY**  
BOX 487, SOPHIA, WV 25921  
304-683-4541 KG - 06

### High Achievement

Grade: 4  
Reading: 73 (57) Math: 84 (64)

### Most Improved

Grade: 4  
Reading Year 1: 47 Reading Year 2: 73  
Math Year 1: 72 Math Year 2: 84

Enrollment: 321  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 98  
African Americans: 2

**ZELA ELEMENTARY**  
COUNTY ROAD, BOX 1073, SUMMERSVILLE, WV 26651  
304-872-1481 KG - 06

### High Achievement

Grade: 6  
Reading: 58 (61) Math: 72 (70)

### Most Improved

Math Year 1: 57 Math Year 2: 72

Enrollment: 145  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 98  
Native Americans: 2



**CAMERON ELEMENTARY**  
5 CHURCH STREET, CAMERON, WV 26033  
304-686-3305 KG - 06

### High Achievement

Grade: 4  
Math: 85 (66)

Enrollment: 398  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1



**TROY ELEMENTARY**  
TROY, WV 26443  
304-462-8655 PK - 06

### High Achievement

Grade: 6  
Reading: 79 (61) Math: 85 (70)

### Most Improved

Grade: 6  
Reading Year 1: 68 Reading Year 2: 79

Enrollment: 176  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100



**BRAXTON COUNTY HIGH**  
200 JERRY BURTON DRIVE, SUTTON, WV 26601  
304-765-7331 09 - 12

### High Achievement

Grade: 9  
Math: 63 (63)

Enrollment: 746  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1




**FAIRVIEW ELEMENTARY**  
101 HIGH STREET, SAINT ALBANS, WV 25177  
304-722-0224 PK - 06

### High Achievement

Math: 80 (70)

Enrollment: 295  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 2

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

83

# Top Performing Schools Directory



## West Virginia



**GEARY SCHOOL**  
P.O. BOX 89, LEFT HAND, WV 25251  
304-565-3721 KG - 08

### High Achievement

Grade: 6  
Reading: 66 (61) Math: 89 (70)

Enrollment: 309  
LEP: 0 to 10% Title I  
50-74% Poverty



**GEARY SCHOOL**  
P.O. BOX 89, LEFT HAND, WV 25251  
304-565-3721 KG - 08

### High Achievement

Grade: 4  
Math: 74 (66)

Enrollment: 309  
LEP: 0 to 10% Title I  
50-74% Poverty



**HUGH DINGESS ELEMENTARY**  
RT 1 BOX 607, HARTS, WV 25524  
304-855-3585 KG - 05

### High Achievement

Grade: 4  
Reading: 68 (57) Math: 82 (64)

Enrollment: 199  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 100



**LOST CREEK ELEMENTARY**  
PO BOX 128, LOST CREEK, WV 26385  
304-745-3531 PK - 06

### High Achievement

Reading: 58 (57)

Enrollment: 199  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
African Americans: 1



**MONTCALM ELEMENTARY**  
ROUTE 2 BOX 35, ROCK, WV 24747  
304-589-7095 PK - 06

### High Achievement

Math: 91 (70)

Enrollment: 282  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
African Americans: 1



**OAK HILL ELEMENTARY**  
140 SCHOOL STREET, OAK HILL, WV 25901  
304-469-4541 PK - 04

### High Achievement

Math: 79 (66)

Enrollment: 434  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 97  
African Americans: 3

# Top Performing Schools Directory



## West Virginia



**OAKWOOD ELEMENTARY**  
909 OAKHURST DRIVE, CHARLESTON, WV 25314  
304-348-6696 KG - 06

### High Achievement

Reading: 61 (57)

Enrollment: 139  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 75  
African Americans: 14  
Asians: 1



**SAND FORK ELEMENTARY**  
SAND FORK, WV 26430  
304-462-7605 PK - 06

### High Achievement

Math: 79 (64)

Enrollment: 173  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99

**SOUTH PRESTON JUNIOR HIGH**  
PO BOX 400, TUNNELTON, WV 26444  
304-568-2331 06 - 09

### High Achievement

Reading: 59 (61) Math: 68 (70)

Enrollment: 280  
LEP: 0 to 10%  
75-100% Poverty  
Whites: 99  
Asians: 1



**TROY ELEMENTARY**  
TROY, WV 26443  
304-462-8655 PK - 06

### High Achievement

Math: 74 (66)

Enrollment: 176  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100



**WASHINGTON LANDS ELEMENTARY**  
RD 4 BOX 255, MOUNDSVILLE, WV 26041  
304-843-4420 KG - 06

### High Achievement

Math: 82 (70)

Enrollment: 354  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 21  
Asians: 1




**WASHINGTON LANDS ELEMENTARY**  
RD 4 BOX 255, MOUNDSVILLE, WV 26041  
304-843-4420 KG - 06

### High Achievement

Reading: 66 (61)

Enrollment: 354  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 1  
Asians: 1

**Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## West Virginia



**ZELA ELEMENTARY**  
COUNTY ROAD, BOX 1073, SUMMERSVILLE, WV 26651  
304-872-1481 KG - 06

### High Achievement

Reading: 61 (57)

Enrollment: 145  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 98  
Native Americans: 2

### BERLIN MCKINNEY ELEMENTARY

BOX 628, OCEANA, WV 24870  
304-682-6481 PK - 04

### Most Improved

Reading Year 1: 50 Reading Year 2: 59

Enrollment: 428  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1

### CHERRY RIVER ELEMENTARY

RT 9 BOX 142, RICHWOOD, WV 26261  
304-846-6646 KG - 06

### Most Improved

Reading Year 1: 46 Reading Year 2: 56

Enrollment: 402  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 98  
African Americans: 1  
Native Americans: 1

### CHERRY RIVER ELEMENTARY

RT 9 BOX 142, RICHWOOD, WV 26261  
304-846-6646 KG - 06

### Most Improved

Grade: 6  
Math Year 1: 51 Math Year 2: 67

Enrollment: 402  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 98  
African Americans: 1  
Native Americans: 1

### CHERRY RIVER ELEMENTARY

RT 9 BOX 142, RICHWOOD, WV 26261  
304-846-6646 KG - 06

### Most Improved

Grade: 4  
Math Year 1: 49 Math Year 2: 62

Enrollment: 402  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 98  
African Americans: 1  
Latinos:  
Native Americans: 1

### ENSLow MIDDLE

26TH STREET AND COLLIS, HUNTINGTON, WV 25702  
304-528-5121 06 - 08

### Most Improved

Grade: 6  
Math Year 1: 55 Math Year 2: 64

Enrollment: 374  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 94  
African Americans: 5  
Latinos: 1



# Top Performing Schools Directory



## West Virginia

FAIRVIEW ELEMENTARY  
101 HIGH STREET, SAINT ALBANS, WV 25177  
304-722-0224 PK - 06

### Most Improved

Reading Year 1: 47 Reading Year 2: 57

Enrollment: 295  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 2

MIDLAND TRAIL ELEMENTARY  
200 FERRY STREET, DIAMOND, WV 25015  
304-949-1823 KG - 06

### Most Improved

Reading Year 1: 47 Reading Year 2: 65  
Math Year 1: 63 Math Year 2: 78

Enrollment: 161  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1

MONTCALM ELEMENTARY  
ROUTE 2 BOX 35, ROCK, WV 24747  
304-589-7095 PK - 06

### Most Improved

Grade: 6  
Math Year 1: 80 Math Year 2: 91  
Reading Year 1: 52 Reading Year 2: 79

Enrollment: 282  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99  
African Americans: 2

OAK HILL ELEMENTARY  
140 SCHOOL STREET, OAK HILL, WV 25901  
304-469-4541 PK - 04

### Most Improved

Grade: 4  
Math Year 1: 63 Math Year 2: 79

Enrollment: 434  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 97  
African Americans: 3

PHILIPP MIDDLE  
ROUTE 3, BOX 40, PHILIPPI, WV 26416  
304-457-2999 PK - 08

### Most Improved

Math Year 1: 54 Math Year 2: 66


Enrollment: 367  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 80  
African Americans: 15  
Latinos: 1  
Native Americans: 4

PRICHARD ELEMENTARY  
RT 1 BOX 89, PRICHARD, WV 25555  
304-486-5096 KG - 05

### Most Improved

Grade: 4  
Math Year 1: 48 Math Year 2: 56

Enrollment: 166  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1

Legend:  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

87

# Top Performing Schools Directory



## West Virginia

RUFFNER ELEMENTARY  
808 LITZ DRIVE, CHARLESTON, WV 25311  
304-348-1130 KG - 06

**Most Improved**

Math Year 1: 47 Math Year 2: 55


Enrollment: 258  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 65  
African Americans: 30  
Asians: 5

SAND FORK ELEMENTARY  
SAND FORK, WV 26430  
304-462-7605 PK - 06

**Most Improved**

Math Year 1: 65 Math Year 2: 79

Enrollment: 173  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 99

88 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Wisconsin

Assessment: Knowledge and Concepts Examinations.  
Proficient: National percentile; no levels. Levels introduced in 1997-98.



**COLUMBUS ELEMENTARY**  
6410 25TH AVE, KENOSHA, WI 53140  
414-653-6242 KG - 06

### High Achievement

Math: 68 (52)

Enrollment: 332  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 65  
African Americans: 18  
Latinos: 16  
Asians: 1

**FERNWOOD ELEMENTARY**  
3239 S PENNSYLVANIA AV, MILWAUKEE, WI 53207  
414-482-0123 PK - 08

### High Achievement

Grade: 8  
Reading: 62 (64)

Enrollment: 426  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 43  
African Americans: 36  
Latinos: 12  
Asians: 3  
Native Americans: 4

**FERNWOOD ELEMENTARY**  
3239 S PENNSYLVANIA AV, MILWAUKEE, WI 53207  
414-482-0123 PK - 08

### High Achievement

Grade: 4  
Reading: 62 (69) Math: 39 (52)

Enrollment: 426  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 43  
African Americans: 36  
Latinos: 12  
Asians: 3  
Native Americans: 4

**FLAMBEAU JUNIOR HIGH**  
PO BOX 86, TONY, WI 54563  
715-532-5559 07 - 08

### High Achievement

Math: 22 (30)

Enrollment: 81  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
African Americans: 1  
Native Americans: 1



**FRANKLIN ELEMENTARY**  
1011 S MAIN ST, RICE LAKE, WI 54868  
715-234-4591 KG - 05

### High Achievement

Reading: 82 (69) Math: 65 (52)

Enrollment: 256  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
African Americans: 1




**GILMAN ELEMENTARY**  
FIFTH AVE, GILMAN, WI 54433  
715-447-8776 PK - 05

### High Achievement

Reading: 87 (69) Math: 57 (52)

Enrollment: 363  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 96  
African Americans: 2  
Latinos: 2

Legend:  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Wisconsin



**GILMAN HIGH**  
FIFTH AVE, GILMAN, WI 54433  
715-447-8211 06 - 12

### High Achievement

Reading: 68 (63) Math: 37 (35)

Enrollment: 328  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
African Americans: 2  
Latinos: 3  
Asians: 1

**GRAND AVE MIDDLE**  
2430 W WISCONSIN AVE, MILWAUKEE, WI 53233  
414-933-9900 06 - 08

### High Achievement

Math: 5 (30)

Enrollment: 652  
LEP: 11 to 20% Title I  
75-100% Poverty  
Whites: 15  
African Americans: 56  
Latinos: 22  
Asians: 6  
Native Americans: 1



**HAWLEY ROAD ELEMENTARY**  
5610 W WISCONSIN AVE, MILWAUKEE, WI 53213  
414-475-7096 PK - 05

### High Achievement

Reading: 83 (69)

Enrollment: 335  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 25  
African Americans: 61  
Latinos: 10  
Asians: 3



**HURLEY K-12**  
15517 RANGE VIEW DR, HURLEY, WI 54534  
715-561-3340 PK - 06

### High Achievement

Grade: 4  
Reading: 89 (69)

Enrollment: 445  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99

**JUNEAU HIGH**  
6415 W MT VERNON AVE, MILWAUKEE, WI 53213  
414-476-5480 09 - 12

### High Achievement

Math: 11 (35)

Enrollment: 867  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 26  
African Americans: 61  
Latinos: 5  
Asians: 6  
Native Americans: 1

**LAC DU FLAMBEAU ELEMENTARY**  
2899 HWY 47, LAC DU FLAMBEAU, WI 54538  
715-588-3838 PK - 08

### High Achievement

Grade: 8  
Reading: 44 (64) Math: 48 (30)

Enrollment: 444  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 4  
Native Americans: 96



# Top Performing Schools Directory



## Wisconsin

LAC DU FLAMBEAU ELEMENTARY  
2899 HWY 47, LAC DU FLAMBEAU, WI 54538  
715-588-3838 PK - 08

### High Achievement

Grade: 4  
Math: 40 (52)

Enrollment: 444  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 4  
Native Americans: 96



MARENGO VALLEY ELEMENTARY  
PO BOX 209, ASHLAND, WI 54806  
715-278-3286 KG - 06

### High Achievement

Reading: 92 (69) Math: 71 (52)

Enrollment: 163  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 100



MERCER ELEMENTARY  
PO BOX 567, MERCER, WI 54547  
715-476-2154 KG - 08

### High Achievement

Reading: 72 (64) Math: 67 (30)

Enrollment: 164  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 98  
Asians: 1  
Native Americans: 1



LAONA HIGH  
PO BOX 57, LAONA, WI 54541  
715-674-2143 07 - 12

### High Achievement

Grade: 8  
Reading: 73 (64) Math: 37 (30)

Enrollment: 155  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 90  
African Americans: 5  
Native Americans: 5



MATTOON ELEMENTARY  
PO BOX 80, MATTOON, WI 54450  
715-489-3631 KG - 06

### High Achievement

Reading: 92 (69) Math: 77 (52)


Enrollment: 120  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 94  
Asians: 1  
Native Americans: 5

PARKVIEW ELEMENTARY  
10825 W VILLARD AVE, MILWAUKEE, WI 53225  
414-466-5500 PK - 05

### High Achievement

Math: 45 (52) Reading: 71 (69)

Enrollment: 413  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 25  
African Americans: 59  
Latinos: 6  
Asians: 7  
Native Americans: 1

Legend:  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

# Top Performing Schools Directory



## Wisconsin

RILEY ELEMENTARY  
2424 S 4TH ST, MILWAUKEE, WI 53207  
414-645-7340 PK - 06

### High Achievement

Reading: 59 (69)

Enrollment: 661  
LEP: 11 to 20% Title I  
75-100% Poverty  
Whites: 29  
African Americans: 19  
Latinos: 46  
Asians: 3  
Native Americans: 3



ROOSEVELT MIDDLE  
800 W WALNUT ST, MILWAUKEE, WI 53205  
414-263-2555 06 - 08

### High Achievement

Math: 32 (30)

Enrollment: 636  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 45  
African Americans: 53  
Latinos: 1  
Asians: 1

SENECA JUNIOR HIGH  
PO BOX 34, SENECA, WI 54654  
608-734-3411 07 - 08

### High Achievement

Reading: 60 (64) Math: 26 (30)

Enrollment: 73  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 99  
Asians: 1

WALKER MIDDLE  
1712 S 32ND ST, MILWAUKEE, WI 53215  
414-647-1360 06 - 08

### High Achievement

Reading: 30 (64) Math: 6 (30)

Enrollment: 830  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 23  
African Americans: 38  
Latinos: 31  
Asians: 5  
Native Americans: 3

ZABLOCKI ELEMENTARY  
1016 W OKLAHOMA AVE, MILWAUKEE, WI 53215  
414-744-6047 PK - 05

### High Achievement

Reading: 68 (69) Math: 50 (52)

Enrollment: 608  
LEP: 0 to 10% Title I  
75-100% Poverty  
Whites: 43  
African Americans: 16  
Latinos: 37  
Asians: 1  
Native Americans: 3

# Top Performing Schools Directory



## Wyoming

Assessment: Multiple Assessment Tools. Scores available only at elementary and middle school levels, not by grade.  
Proficient: Level 3: 46% and above.

WYOMING INDIAN HIGH  
PO BOX 340, ETHETE, WY 82520  
307-332-9765 09 - 12

### High Achievement

Reading: 5.7 (36.49) Math: 6.8 (41.51)

### Most Improved

Reading/Math Year 1: 0 Reading/Math Year 2: 6.25

Enrollment: 158  
LEP: 50% or more Title I  
75-100% Poverty  
Native Americans: 100

AFFLERBACH ELEMENTARY  
400 WEST WALLICK ROAD, CHEYENNE, WY 82007  
307-771-2300 KG - 06

### High Achievement

Math: 45.7 (49.15)

Enrollment: 433  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 73  
African Americans: 1  
Latinos: 18  
Asians: 1  
Native Americans: 1



GOINS ELEMENTARY  
201 SOUTH CRIBBON AVEN, CHEYENNE, WY 82007  
307-771-2620 KG - 06

### High Achievement

Math: 57.4 (49.15)

Enrollment: 322  
LEP: 11 to 20% Title I  
50-74% Poverty  
Whites: 55  
African Americans: 6  
Latinos: 35  
Asians: 2  
Native Americans: 2



ROSSMAN ELEMENTARY  
916 WEST COLLEGE DRIVE, CHEYENNE, WY 82007  
307-771-2544 KG - 06

### High Achievement

Reading: 54.1 (44.1)

Enrollment: 188  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 78  
African Americans: 4  
Latinos: 14  
Native Americans: 4



THAYER ELEMENTARY  
801 SOUTH 24TH STREET, LARAMIE, WY 82070  
307-721-4450 KG - 06

### High Achievement

Reading: 60.8 (44.1) Math: 70.3 (49.15)


Enrollment: 268  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 96  
African Americans: 1  
Latinos: 1  
Asians: 1  
Native Americans: 1

BYRON ELEMENTARY  
PO BOX 176, BYRON, WY 82412  
307-548-2723 KG - 05

### Most Improved

Reading/Math Year 1: 39.71 Reading/Math Year 2: 50

Enrollment: 85  
LEP: 0 to 10% Title I  
50-74% Poverty  
Whites: 73  
Latinos: 27

Legend:  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.

93

# Top Performing Schools Directory



## Wyoming

### COFFEEN ELEMENTARY

1053 SOUTH SHERIDAN, SHERIDAN, WY 82801  
307-674-9333 KG - 05

#### Most Improved

Reading/Math Year 1: 20.29 Reading Year 2: 41.57

Enrollment: 276

LEP: 0 to 10% Title I

50-74% Poverty

Whites: 84

African Americans: 2

Latinos: 9

Asians: 3

Native Americans: 4

### COLE ELEMENTARY

615 WEST 9TH STREET, CHEYENNE, WY 82007  
307-771-2480 KG - 06

#### Most Improved

Reading/Math Year 1: 36.30 Reading/Math Year 2: 48.57

Enrollment: 234

LEP: 0 to 10% Title I

75-100% Poverty

Whites: 40

African Americans: 14

Latinos: 43

Asians: 2

Native Americans: 1

### GRANT ELEMENTARY

1536 OAKCREST AVENUE, CASPER, WY 82601  
307-577-4538 KG - 06

#### Most Improved

Reading/Math Year 1: 38.96 Reading Year 2: 59.28  
45.72

Enrollment: 248

LEP: 0 to 10% Title I

50-74% Poverty

Whites: 90

African Americans: 3

Latinos: 6

Native Americans: 2

### HEBARD ELEMENTARY

413 SEYMOUR AVENUE, CHEYENNE, WY 82007  
307-771-2450 KG - 06

#### Most Improved

Reading/Math Year 1: 36.61 Reading/Math Year 2:

Enrollment: 289

LEP: 11to 20% Title I

75-100% Poverty

Whites: 49

African Americans: 2

Latinos: 47

Asians: 1

Native Americans: 2

### HUDSON ELEMENTARY

273 SOUTH OHIO, HUDSON, WY 82515  
307-332-2838 KG - 06

#### Most Improved

Reading/Math Year 1: 31.25 Reading Year 2: 43.33  
52.18

Enrollment: 64

LEP: 0 to 10% Title I

50-74% Poverty

Whites: 95

Native Americans: 5

### MILLS ELEMENTARY

PO BOX 268, MILLS, WY 82644  
307-577-4558 KG - 06

#### Most Improved

Reading/Math Year 1: 35.06 Reading/Math Year 2:

Enrollment: 228

LEP: 0 to 10% Title I


50-74% Poverty

Whites: 94

African Americans: 2

Asians: 1

Native Americans: 2

94 **Legend:**  The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.  
( ) The number in parentheses is the state average score.



## **Technical Notes on State Proficiency Definitions**

### **Kentucky**

Schools in this list were selected based on their accountability indices. Further, only those Title I schools showing progress over the three-year period of 1994-95, 1995-96, and 1996-97 were selected. A school's accountability index is not equivalent to the percent of students scoring at or above the proficient level of performance; however, it does indicate how well students in a given school are performing in terms of the percent of novice, apprentice, proficient and distinguished.

Note that in the 75-100% poverty range at the middle and high school levels and in the 50-74% poverty range at the high school level, no schools were identified as High Achievement. While some Title I schools in these poverty ranges/grade levels could have been considered as high improvement, they were not listed here because their performance was below the state average.

### **Mississippi**

A database of ITBS/TAP scores was created in which October 1997 and 1996 results were assigned to the children's school of attendance in the prior year (this meant the grade 4-9 scores effectively became evaluations of grades 3-8. This was then merged with the Percent of Free and Reduced Lunch eligibility data from the Title I 71 project (1996-97 school year) to yield achievement and percent low income information for 591 schools serving any of grades 3-5 and 310 schools serving any of grades 6-8. A weighted average of reading and mathematics data for each school was computed for grades 3-5 and 6-8 and results were sorted by achievement and poverty levels. Only one year of data was available for Algebra so improvement scores could not be computed. Also there was no data separated grade 8 from grade 9 (or above) scores. To keep results at the secondary level only for this tier, schools whose first grade level was less than grade 9 were eliminated. This left 122 "pure" high schools to comprise the algebra sample (unfortunately no high school reading/language arts data suitable for inclusion was available).

### **New York**

The [New York] data for third and sixth grades are based on the Pupil Evaluation tests in reading and mathematics and do not identify students at the proficient level. The PEP tests were designed to identify students in need of remediation. Because the department has recognized the need to identify students performing at higher levels, we have identified some benchmarks on the PEP tests for this purpose. These levels are useful as an estimate of the percentage of students in a school reaching a given level in a given year. Because the tests were not developed to measure at these higher levels, these percentages are not reliable indicators of year-to-year change. Therefore the reading test data enclosed are based on the percentage of students who scored above the State reference point (SRP), the point that identifies students who require remediation. These data provide a reliable indicator of change. The SRP on the mathematics test does not provide sufficient distinction among schools to identify the highest performing.

## **Oklahoma**

These schools were drawn from a rank order with the following two exceptions: Schools that tested fewer than 10 children were not included. Schools who are on the Oklahoma low-performing, high challenge list -- schools who do not have satisfactory achievement in all core content areas -- were not included.

## **Virginia**

Virginia reported student and school results based on national percentiles. Other modifications are: Data is reported for grades 3, 5 and 8 in reading/language arts and mathematics due to the fact that Title I schools in Virginia are concentrated at the elementary and middle school levels. Statewide averages for all schools regarding percentile ranks are not available by quartile. Instead, available statewide averages reflect the partial battery score, which is comprised of reading, mathematics and language at grades 3, 5 and 8. Statewide data was not disaggregated by school poverty level, therefore no data is available. Based on the performance indicators for Virginia during the 1996-97 school year, "high scoring" is defined as the average percentage of the school relative to the students scoring above the 50th percentile on the Stanford 9 in reading/language arts and mathematics.

## **Wisconsin**

Percents are based on all students enrolled in the school for a full academic year whether or not they took the test. Low-income percentages are based on percent of students enrolled for full academic year who meet the low-income requirements for subsidized lunch. Students are assumed to be middle or high income unless they are known to be low income. Data are probably most accurate at grade 4. All results are based on CTB Terra Nova Multiple Assessments and Wisconsin-set proficiency standards.

## **Wyoming**

In calculating AYP, Wyoming looks at a combination of scores across both content areas. The baseline year against which progress is measured consists of a combination of two years 1994-95 and 1995-96. The comparison or post data point consists of a combination of two years 1995-96 and 1996-97. The transitional assessment that we are using is NRT scores. The information on Most Improved remains combined across Reading and Math content areas because, in one of the years used in calculating the baseline, were missing approximately 90% of the Math scores. Also, grades are combined across the elementary, middle and high school levels due to the small numbers that we have at individual grade levels. In reporting Most Improved data, we can only include those schools that have complete data across all the years.

## APPENDIX A

**PLEASE RETURN BY:**  
**NOVEMBER 13, 1998**

*The Education Trust High Performing Schools Survey*

*At the conclusion of this survey, we will be asking you to share with us your thoughts on what factors have contributed to your school's success in increasing student achievement. First, though, we need your help with a very brief questionnaire. Thank you.*

## PROFILE

1. Is your school a Title I school?  
☐ Yes                      If yes:                      ☐ Targeted Assistance                      ☐ School-wide Assistance  
☐ No
2. What is your school's grade configuration?  
☐ K-6  
☐ 7-9  
☐ 10-12  
☐ K-12  
☐ Other (Specify) \_\_\_\_\_
3. What is the size of your student enrollment?  
☐ Less than 500                      ☐ 1,000-1,499  
☐ 500-999                      ☐ 1,500 or more
4. Indicate your school's student enrollment by race and ethnicity. (Provide percentages.)  
\_\_\_\_\_ White  
\_\_\_\_\_ African American  
\_\_\_\_\_ Latino  
\_\_\_\_\_ Asian  
\_\_\_\_\_ Native American
5. What percentages of your students are Limited English Proficient?  
☐ 0-10%                      ☐ 31-40%  
☐ 11-20%                      ☐ 41-50%  
☐ 21-30%                      ☐ More than 50%
6. Is your school a(n) ... (choose one)  
☐ Neighborhood school, accepting all children in the attendance area  
☐ Magnet school or school within a school (with admissions criteria)  
☐ Charter school  
☐ School for gifted and talented students  
☐ School with a program for gifted and talented students

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- Percentage enrolled in gifted and talented program: \_\_\_\_\_
- ☐ Open enrollment that accepts children from throughout the district
- ☐ Other (please describe): \_\_\_\_\_
7. Which **ONE** best describes your school's geographic setting?
- ☐ Inner City
- ☐ Other Urban
- ☐ Town
- ☐ Small town or rural community
8. How many years have you served as principal at this school?
- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-5 years
- ☐ 6 or more years

## STANDARDS

9. On a scale of 1 to 5, rate the degree to which standards are utilized in your school to design instruction. (Circle one)

1	2	3	4	5
Standards are used extensively		Standards used in certain subjects/grades or by some teachers		Standards not being used at all

10. In what ways are standards used to support your school's efforts to increase student achievement? (Check all that apply)
- ☐ Design curriculum
- ☐ Assess student progress
- ☐ Evaluate teacher effectiveness
- ☐ Improve information for parents
11. Approximately what percentages of the teachers in your school use the state standards to design their instructional units?
- ☐ 0-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
12. Do teachers have regular mechanisms to collectively analyze student work against state standards?
- ☐ Yes
- ☐ No
13. If so, how often do they meet?
- ☐ Weekly
- ☐ Bi-Monthly (twice a month)
- ☐ Monthly
14. Approximately what percentages of teachers participate?
- ☐ 0-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
15. On a scale of 1 to 5, rate the degree to which your school has implemented procedures to monitor students who are falling behind in their instruction and provide them with extra help. (Circle one)

1	2	3	4	5
Comprehensive system: students monitored		Extra help provided to students on an as-		Students don't get much extra help

# APPENDIX A

frequently and help  
provided whenever  
needed

needed basis, but no  
school-wide system

except from the  
occasional teacher

## CURRICULUM AND INSTRUCTION

### Language Arts

16. Who developed your school's Reading/Language Arts curriculum?

- ☐ State
- ☐ District
- ☐ Teachers at our school
- ☐ External model developer (e.g. Success for All, Core Knowledge)

17. What is the primary Language Arts text used at your school?

- ☐ Classroom Literature Sets
- ☐ Textbook: Name of Publisher: \_\_\_\_\_
- ☐ Combination of Literature Set and Textbook: Publisher of Textbook \_\_\_\_\_

18. How many books are students in your school required to read each year? (Circle one)

No Policy	1-9	10-19	20-25	More than 25
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### Mathematics

19. Who developed your school's Mathematics curriculum?

- ☐ State
- ☐ District
- ☐ Teachers at our school
- ☐ External model developer (e.g. Success for All, Core Knowledge)

20. What is the primary Mathematics text used at your school?

Name of Publisher: \_\_\_\_\_

21. In your school, which of the following instructional practices have increased or decreased over the last few years:

<i>Use of ditto sheets</i>	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> About same
<i>Students problem solving in groups</i>	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> About same
<i>Students discussing work with other students</i>	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> About same
<i>Time spent on reading</i>	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> About same
<i>Time spent on math</i>	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> About same
<i>Use of technology</i>	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> About same

22. Has your school adopted scheduling changes to provide extended learning time in Reading and Math?

- ☐ Yes If yes, in which subject(s)? ☐ Reading ☐ Math ☐ Both
- ☐ No

## FAMILY INVOLVEMENT

23. What percentages of parents are actively involved in the following aspects of your school?

	0-25%	26-50%	50-75%	76-100%
<i>Budgets</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Governance</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Curriculum</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Understanding Student Work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Standards</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>PTA</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Helping in Classroom</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. What percentages of parents are familiar with state standards?

- ☐ 0-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%

## PERSONNEL/STAFFING

25. Have you reduced class size during the last three years? If yes, how?

- ☐ Yes, school-wide.
- ☐ Yes, in certain subjects/grade levels.  
(Specify: Subject(s): \_\_\_\_\_ Grade(s): \_\_\_\_\_)
- ☐ No, not at all.

26. How many of the following **INSTRUCTIONAL** personnel are on your staff?

\_\_\_\_\_ Full time Regular Classroom Teachers (non-Special Education)

\_\_\_\_\_ Full time Resource Teachers (Non-Classroom – Math, Reading, Science, ESL)

\_\_\_\_\_ Instructional Aides, Assistants, Paraprofessionals

27. Roughly, what percentage of first year teachers do you have on your staff this year?

- ☐ 0-10%
- ☐ 11-20%
- ☐ More than 20%

28. In your district, upon which of the following groups are sanctions levied if student achievement doesn't improve?

100

## APPENDIX A

(Check all that apply)

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Principals | <input type="checkbox"/> Superintendents |
| <input type="checkbox"/> Teacher    | <input type="checkbox"/> School          |
| <input type="checkbox"/> Students   | <input type="checkbox"/> No One          |

29. In your district, which of the following gets rewards of any sort if student achievement improves? (Check all that apply)

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Principals | <input type="checkbox"/> Superintendents |
| <input type="checkbox"/> Teacher    | <input type="checkbox"/> School          |
| <input type="checkbox"/> Students   | <input type="checkbox"/> No One          |

30. Roughly, what percentage of your Title 1 dollars last school year was spent on the following?

	0-10%	11-20%	21-30%	More than 30%
<i>Professional Development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Class Size Reductions</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Instructional materials and/or equipment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Instructional Personnel (teachers, aides, paraprofessionals)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>School Counselors</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parent Involvement</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. What portion of the Title 1 budget do you control at the school level?

- ☐ All of the Title 1 funds  
☐ All Title 1 funds, excluding personnel  
☐ None

32. Please describe the three most important factors that have contributed to your ability to raise student achievement. Attach additional sheet, if necessary.

33. Please describe three barriers you encountered in your efforts to increase student achievement.  
*Attach additional sheet, if necessary.*

34. Please share anything else about your experiences that you believe would be helpful to leaders in other high poverty schools.  
*Attach additional sheet, if necessary.*





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Office of Educational Research and Improvement (OERI)  
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